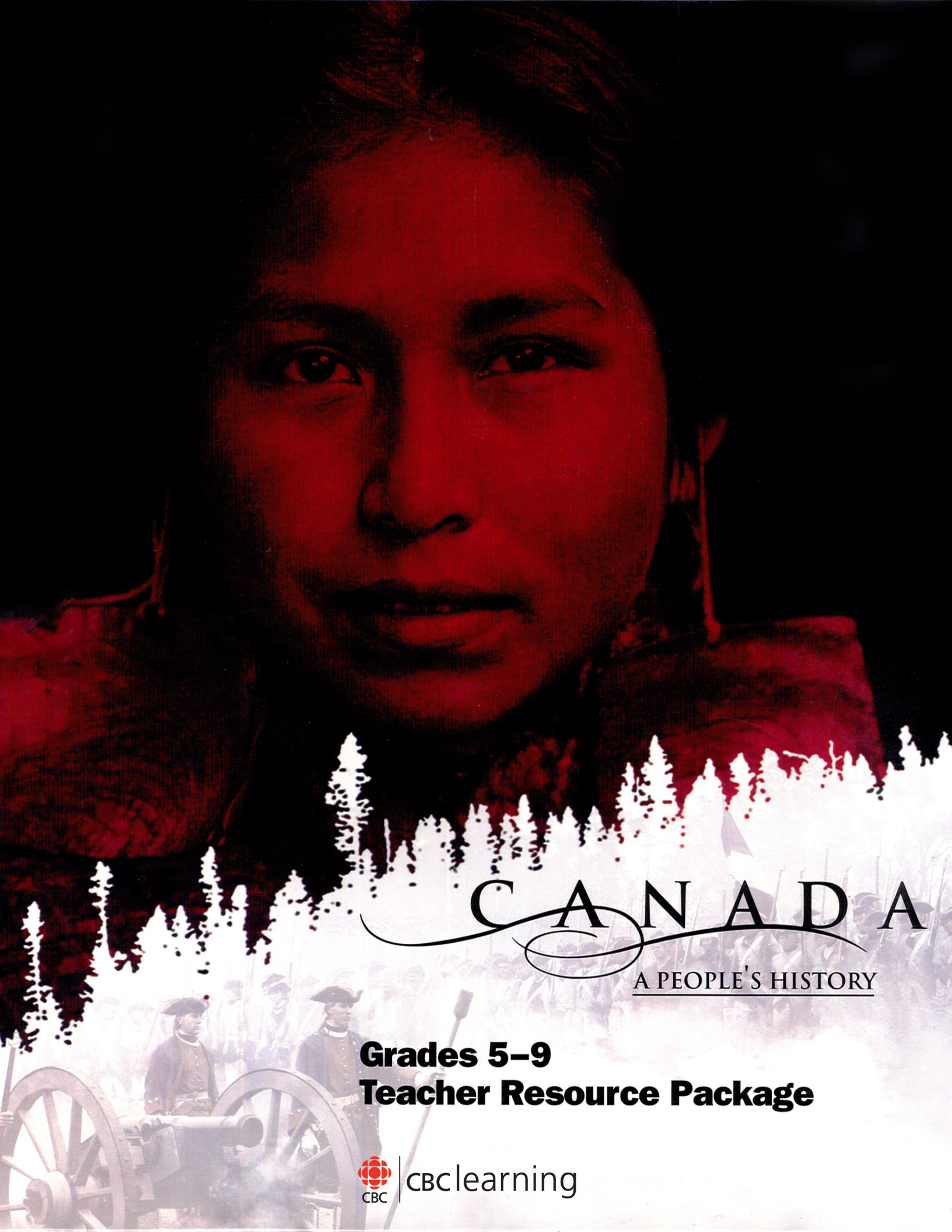

CANADA

A PEOPLE'S HISTORY

Grades 5–9
Teacher Resource Package

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CANADA
A PEOPLE'S HISTORY

Grades 5–9
Teacher Resource Package

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Canada: A People's History

Grades 5–9
Teacher Resource Package

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For the Librarian – MARC Records
To assist in cataloguing the *Canada: A People's History* video series and this Teacher Resource Package for your library, MARC records are available on the Web site at www.cbc.ca/history/downloads5to9.html

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Foreword

When CBC and Radio-Canada announced that we had begun production of *Canada: A People's History*, a multi-part, bilingual documentary history of Canada, the reaction was not quite what we'd expected.

We'd expected "Why?" "Who will watch it?" "Canadian history? But that's so boring!"—and we were ready with the answers. What we encountered, instead, was an enthusiastic "Finally! It's about time!" The educational community was among the most vocal of all, and since then, has been one of our most important allies.

We are grateful for the contribution made by so many in this field—historians and history instructors at universities across the country who provided candid insight; school teachers who provided vivid descriptions of the challenges they face in bringing Canadian history to life in their classrooms; Doug Panasis and his Resources.too team who applied both creative and pedagogical talent to creating these materials. It has been exhilarating to work with people who are as committed as we are to blasting through the pervasive myth that Canadian history is boring to learn, and boring to teach.

The thread of our history twists and turns and constantly evolves, with many strands coursing off in different directions all at once. Therein lies the challenge of reflecting our history, and creating the tools our teachers need to give it life for their students. No television series, no book, no library of books could ever encompass the history of Canada. This is a narrative work, evoking and illustrating Canadian history by using the personal testimony of those who lived it. It shows our history's complexity, its humanity and its hope. For hope is a single, uniting theme in *Canada: A People's History*—the stories of the people seeking refuge and hope for their children. I descend not from the *filles du roi*, nor the Loyalists, nor the Aboriginal nations. Yet their stories are also my story; I am Canadian, so they are my ancestors. And the stories of those who came here—from the famines of Africa, from the gas chambers of central Europe, from rafts tossed on the South China Sea, from the refugee camps of the world—these now belong to Canada, to the Native peoples, to the French and to the English. All of our children are in the same schoolyards.

Somewhere in one of your classrooms, a student will watch the series again in 20 years, smile at the peculiar technology and obsessions of the generation that made it, see it as a contribution but also as something that needs new vision. Then, informed by the historical work of your future students, he or she will bring together the production teams, the historians, the researchers, the educators, and the writers to refresh this history. This is the first history of Canada for the television and Internet age. It must not be the last.

Until that day, we hope that you find the *Canada: A People's History* materials—here and on our Web site at www.cbc.ca/history—practical, relevant and stimulating for your classroom. And we hope that your students find them useful, provocative and, most of all, inspiring.

Mark Starowicz

Executive Producer
Canada: A People's History

Episode Summaries

Episode 1: When the World Began . . .

(15 000 B.C. to 1800 A.D.) 2 hours

Aboriginal people have lived in North America for at least 12 000 years, and possibly much longer. The opening episode of the series ranges across the continent and through the millennia to recount the rich and varied history of the first occupants of the territory that would become Canada. This was a multicultural land, characterized by remarkable diversity. The episode describes the arrival about 500 years ago of a new kind of people, the Europeans, telling the story as much as possible from an Aboriginal perspective. The dramatic high point comes at the electrifying moment of first contact between these two worlds: the North American and the European. It includes the story of Jacques Cartier and Donnacona, the Iroquoian chief whom Cartier first met on the Gaspé shore and later kidnapped; and on the Pacific coast, the story of the Nootka chief Maquinna and John Jewitt, the English sailor who became his captive and, eventually, his reluctant friend.

Episode 2: Adventurers and Mystics

(1540 A.D. to 1670) 2 hours

During the 16th century, the European view of North America changed radically. At first simply a barrier to be sailed around on the way to the Orient, North America came to be seen as a place where permanent colonies should be established. This episode describes that change and its far-reaching consequences. It traces the search for the Northwest Passage, the early fur trade and the expansion of the Grand Banks fishery, leading to the first tentative attempts at settlement in Acadia, Newfoundland, and Quebec. It then follows the history of New France through its precarious first 50 years—the era of Samuel de Champlain, the first Aboriginal alliances and conflicts, the commercial pursuit of furs and the Jesuits' quest for souls. The episode concludes as Louis XIV takes personal control of the struggling outpost, sending French soldiers to defend it against the formidable Iroquois warriors and, to populate the colony, sending eligible young women—the *filles du roi*—to become their wives.

Episode 3: Claiming the Wilderness

(1670 to 1755) 1 hour

This episode tells the remarkable story of how a small French settlement on the St. Lawrence, its population outnumbered more than 20 to 1 by the fast-growing English colonies to the south, managed to explore and occupy almost the entire continent between 1660 and 1750. It is peopled with forceful and colourful characters: soldiers and fur traders like Frontenac, de La Salle, and d'Iberville, who controlled the Mississippi and voyaged far to the north and west. But it is also a story of the *habitants* and *seigneurs*, artisans and townspeople who built a flourishing society in the St. Lawrence valley and in the maritime colony of Acadia. Throughout this century, England and France were either at war in North America or preparing for war, while the terrible fate that befell the Acadians in 1755 announces the beginning of their final conflict in North America.

Episode 4: Battle for a Continent

(1754 to 1775) 2 hours

A period of a little more than two decades in the mid-18th century shaped Canada in profound ways. The Seven Years' War, a conflict that begins as a clash between the *Canadiens* and land-hungry American settlers in the Ohio Valley, becomes a world war that engulfs the continent. The British fleet launches the greatest naval invasion in North America's history, at the fortress of Louisbourg. In 1759, the British juggernaut reaches Quebec, but the citadel withstands a devastating siege and bombardment. The battle for North America unfolds on an abandoned farmer's field, the Plains of Abraham, just outside the city's walls. In 1763, 70 000 French colonists come under British rule, setting in motion a French-English dynamic that has marked our history ever since. And as Britain's American colonies move toward open rebellion, its "new subjects" suddenly begin to appear as Britain's best hope for a continuing presence in the New World.

Episode 5: A Question of Loyalties

(1775 to 1815) 2 hours

The episode covers the years from the beginning of the American Revolution to the end of the War of 1812. It opens with the American invasion of Canada in 1775, an invasion whose failure had much to do with the *Canadiens*' refusal to take up arms against British rule. The mass migration of Loyalists that followed—more than 40 000 people in all—created an English-speaking Canada virtually overnight. Not much later, the leaders of the *Canadiens* embraced the newly introduced parliamentary democracy as a way of affirming their own identity. The next American invaders, in 1812, were fought to a standstill, setting boundaries that remain in place today and confirming the existence of a separate British North America for the northern half of the continent.

Episode 6: The Pathfinders

(1670 to 1850) 2 hours

The opening of the Canadian West is a story of great fur-trading empires; the Aboriginal people who were their indispensable allies and collaborators; bold explorers and map-makers. The scale is epic, covering two centuries and the boundless territory from the Great Lakes to the Arctic Ocean and long-sought-for Pacific. It is a tale of renegades like Pierre Esprit Radisson, who founded an English trading empire; of loyal soldiers like Pierre Gaultier de Varennes, sieur de la Vérendrye, who spent a lifetime searching for the Western Sea and paid dearly for it; of Matonabbee, the tough Dene chief who led Samuel Hearne on a monumental trek into the Barren Lands; and of the arrogant and single-minded Alexander Mackenzie, whose dash to the Pacific made him one of the most celebrated men of his age. And it is the story of David Thompson, who did more than any other man to unlock the secrets of the West. The episode concludes as settlers on the prairies and gold miners in British Columbia begin to claim the West for themselves. The fur trader's day is seen coming to an end.

Episode 7: Rebellion and Reform

(1815 to 1850) 2 hours

The episode focuses on the rebellions of 1837-38, the political conflicts that led to them, and their unexpected consequences. It portrays a colonial society caught up in a torrent of rapid growth and currents of democratic thought after the end of the Napoleonic Wars. Through the figures of Joseph Howe, Louis-Joseph Papineau and William Lyon Mackenzie, it traces the strikingly different courses these political conflicts took in Nova Scotia, Lower Canada, and Upper Canada. Despite the harsh repression that followed the Canadian rebels' defeat, within 10 years English- and French-speaking politicians would establish a long-lasting political partnership that won the prize of self-government.

Episode 8: The Great Enterprise

(1850 to 1867) 2 hours

In a few short years, a handful of small and separate British colonies are transformed into a new nation that controls half the North American continent. The remarkable story of Confederation, its supporters and its bitter foes, is told against a backdrop of Civil War in the United States and Britain's growing determination to be rid of its expensive, ungrateful colonies. The dawn of the era of photography provides a vivid portrait of the diverse people who make up the new Dominion of Canada: the railway magnates, the unwed mothers of Montreal, the nuns who provide refuge for the destitute, the prosperous merchants of Halifax, the brave fugitives of the Underground Railroad, and the tide of Irish immigrants who flood into the cities.

Episode 9: From Sea to Sea

(1867 to 1873) 1 hour

Confederation is barely accomplished when the new Dominion must face an enormous challenge: extending its reach into the vast prairies and beyond, to the Pacific Ocean. But Canada blunders catastrophically in seeking to take over the west without the consent of its inhabitants, especially the Métis of Red River and their leader, the charismatic, troubled Louis Riel. The resistance of 1869-70 lays the groundwork for Manitoba to join Canada, but it also sets the stage for decades of conflict over the rights of French and English, Catholic and Protestant in the new territories. Thanks to an audacious promise of a transcontinental railway in 10 years, the settlers of British Columbia are more easily convinced of the merits of union; by 1873 Prince Edward Island has joined as well, and Canada can boast a dominion that extends from sea to sea to sea.

Episode 10: Taking the West

(1873 to 1896) 2 hours

The 1870s and 1880s are a time of trial for the young Dominion of Canada. The country's first Prime Minister, John A. Macdonald, faces economic depression in the fast-growing factories of the east and a new revolt in the west, led by his old nemesis, Louis Riel. The suppression of the North-West Rebellion, and the building of the Canadian Pacific Railway, opens the prairies to new floods of immigration; but Macdonald's single-minded insistence that the French-speaking Catholic Riel must hang for treason threatens to tear apart the fragile bond between Quebec and English Canada.

Using the Teacher Resource Package and Web Site

CBC Non-Broadcast Sales is pleased to provide you with the most current and complete educational tool we can to ensure that you have success utilizing the *Canada: A People's History* video series.

All of these materials have been developed by practising Canadian educators who are working in Grade 5 through 9 classrooms. All of the suggestions contained in this binder have been reviewed by a panel of Canadian educators to ensure that they provide value and will work in your classroom. We have also researched the most current curriculum documents available in each province and territory to ensure that we are providing activities that support your efforts as you introduce and teach your required outcomes and expectations.

As we developed our support materials, we were guided by four important messages we heard from you:

1. Today's students are visual learners . . . they like to see and experience.
2. Video images provide a visual context for understanding and provide motivation to do active learning activities.
3. In-class time for learning is at a premium . . . teachers need suggestions for usage that recognize their time constraints.
4. Teacher preparation time is virtually non-existent . . . teachers like to have everything they need in a simple-to-use form.

The development of our Teacher Resource Package and our Web site was guided by these messages from you. We believe they will maximize your usage of *Canada: A People's History* as a true educational tool that not only provides excitement and visual stimulation, but also allows for true learning about what it means to be Canadian.

Why a Teacher Resource Package and a Web Site?

You told us that you do not have unlimited time for preparation and prefer tools that are simple to use.

Teacher Resource Package

The Teacher Resource Package provides 28 lesson plan suggestions and eight project plan suggestions in a simple format that can be used immediately.

Web Site

There are three distinct areas of the Web site that provide additional material at no cost to the teacher:

The Canada: A People's History website – www.cbc.ca/history

- parallels the television series *Canada: A People's History*
- tells behind-the-scenes stories
- provides text, audio, and audiovisual materials from the vast resources of CBC Archives
- includes games and quizzes with a Canadian history focus
- invites you to share information and debate topics in the Discussion Forums

The Teacher Resource Package – www.cbc.ca/history

(On the home page, look for **Teacher Resources** and then **Educational resources for Elementary School Teachers**)

- provides additional information for each of the 28 Lesson Plans in the Teacher Resource Package
- lists correlations to all provincial/territorial curriculum documents

The Teacher Resource Package downloads – www.cbc.ca/history/downloads5to9.html

- find downloadable activity sheets in this area of the Web site
  - 19 Download Sheets to accompany the Lesson Plans and 28 Download Sheets to accompany the Project Plans assist you in preparing your lessons and provide additional information to share with students
  - 5 Assessment Rubrics to accompany the Lesson Plans are provided for teachers who choose to use the lessons and activities as part of their evaluation process
- view and download MARC records for library cataloguing of the *Canada: A People's History* video series and Teacher Resource Packages

Why Lesson Plans and Project Plans?

The Lesson Plans and Project Plans are teaching tools that can be used in different ways.

Lesson Plans

The Lesson Plans are lessons, of one to two class periods, that focus on one or more video chapters (a video chapter is a self-contained segment of video) and offer strategies to help deliver to students the expectations/outcomes of your curriculum. Our writers have chosen a variety of video chapters from the first 10 episodes of *Canada: A People's History*. Video chapters were chosen based on their ability to deliver visual context and stimulate an activity, as well as provide curriculum coverage.

Project Plans

The Project Plans demonstrate our belief that *Canada: A People's History* can provide an important stimulus for understanding some of the broader themes in our history, geography, and development of cultural values. Our writers have created eight projects that pose "Big Questions." We would expect that, when a class decides to use one of these Projects, they would not be restricted by specified time frames. We have provided a usage plan that could span two to three weeks of investigative work, but that could be adapted for classroom or local interests.

Using a Lesson Plan

Be sure to visit www.cbc.ca/history/downloads5to9.html to download the tools available to you. Each of the 28 Lesson Plans contains the following features:

Activities

- minimum of two suggested activities in each Lesson Plan
- a balance of activities that use a variety of strategies (see Scope and Sequence chart on page 1)
- most activities can be done in one class period; some can be extended to a second day or turned into a major project
- applicable Download Sheets, available at our Web site and listed on page 126, indicated in margin beside activity
- text in margin indicates where one of five Assessment Masters, available at the Web site and listed on page 126, might be used

Video Summary

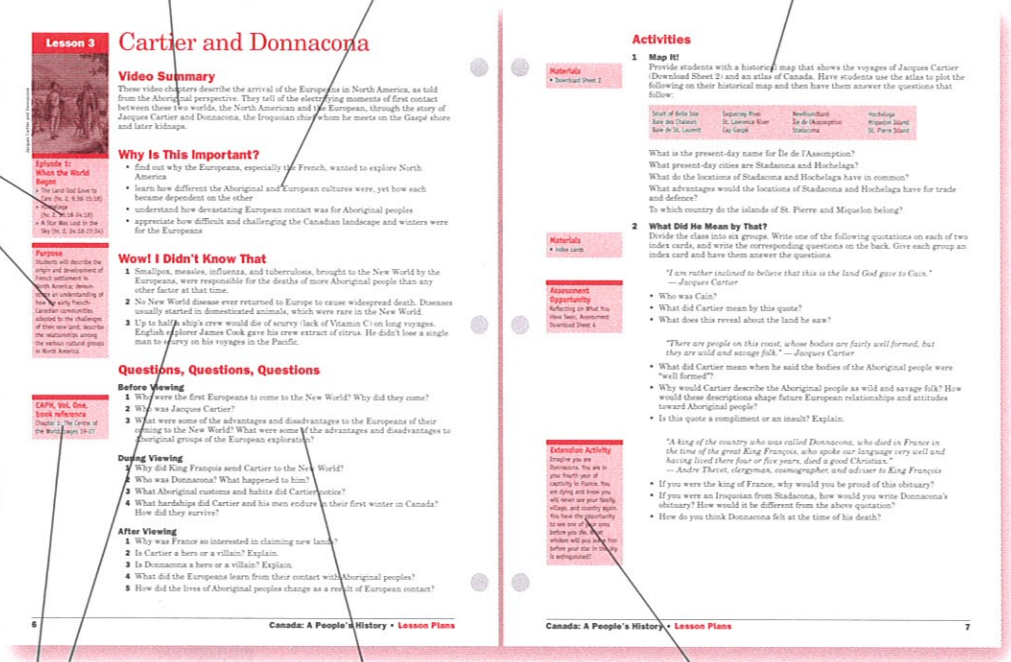
- brief description of the content of the video chapters used minimizes pre-class preparation
- for additional background information, visit www.cbc.ca/history/ *(see the **Episode Summaries** tab on the left)*

Why Is This Important?

- introduce the lesson to your class in the context of its importance to the student

Margin Information

- purpose statements indicate curriculum coverage for each Lesson Plan
- for a specific correlation to your provincial curriculum, visit http://cbc.ca/historys/elementary.html
- video chapter names and run times assist you with pre-class preparation



Lesson 3

Cartier and Donnacona

Video Summary

These video chapters describe the arrival of the Europeans in North America, as told from the Aboriginal perspective. They tell of the electrifying moments of first contact between these two worlds, the North American and the European, through the story of Jacques Cartier and Donnacona, the Iroquoian chief whom he meets on the Gaspé shore and later kidnaps.

Why Is This Important?

- find out why the Europeans, especially the French, wanted to explore North America
- learn how different the Aboriginal and European cultures were, yet how each became dependent on the other
- understand how devastating European contact was for Aboriginal peoples
- appreciate how difficult and challenging the Canadian landscape and winters were for the Europeans

Wow! I Didn't Know That

1 Smallpox, measles, influenza, and tuberculosis, brought to the New World by the Europeans, were responsible for the deaths of more Aboriginal people than any other factor at that time.
2 No New World disease ever returned to Europe to cause widespread death. Diseases usually started in domesticated animals, which were rare in the New World.
3 Up to half a ship's crew would die of scurvy (lack of Vitamin C) on long voyages. English explorer James Cook gave his crew extract of citrus. He didn't lose a single man to scurvy on his voyages in the Pacific.

Questions, Questions, Questions

Before Viewing
1 Why were the first Europeans to come to the New World? Why did they come?
2 Who was Jacques Cartier?
3 What were some of the advantages and disadvantages to the Europeans of their coming to the New World? What were some of the advantages and disadvantages to Aboriginal groups of the European exploration?

During Viewing
1 Why did King François send Cartier to the New World?
2 Who was Donnacona? What happened to him?
3 What Aboriginal customs and habits did Cartier notice?
4 What hardships did Cartier and his men endure in their first winter in Canada? How did they survive?

After Viewing
1 Why was France so interested in claiming new lands?
2 Is Cartier a hero or a villain? Explain.
3 Is Donnacona a hero or a villain? Explain.
4 What did the Europeans learn from their contact with Aboriginal peoples?
5 How did the lives of Aboriginal peoples change as a result of European contact?

Activities

1 Map It!
Provide students with a historical map that shows the voyages of Jacques Cartier (Download Sheet 2) and an atlas of Canada. Have students use the atlas to plot the following on their historical map and then have them answer the questions that follow:

What is the present-day name for Ile de l'Assomption?
What present-day cities are Stadacona and Hochelaga?
What do the locations of Stadacona and Hochelaga have in common?
What advantages would the locations of Stadacona and Hochelaga have for trade and defence?
To which country do the islands of St. Pierre and Miquelon belong?

2 What Did He Mean by That?
Divide the class into six groups. Write one of the following quotations on each of two index cards, and write the corresponding questions on the back. Give each group an index card and have them answer the questions.

"I am rather inclined to believe that this is the land God gave to Cain."
— Jacques Cartier

- Who was Cain?
- What did Cartier mean by this quote?
- What does this reveal about the land he saw?

"There are people on this coast, whose bodies are fairly well formed, but they are wild and savage folk." — Jacques Cartier

- What did Cartier mean when he said the bodies of the Aboriginal people were "well formed"?
- Why would Cartier describe the Aboriginal people as wild and savage folk? How would these descriptions shape future European relationships and attitudes toward Aboriginal people?
- Is this quote a compliment or an insult? Explain.

"A king of the country who was called Donnacona, who died in France in the time of the great King François, who spoke our language very well and having lived there four or five years, died a good Christian."
— Andre Thevet, clergyman, cosmographer, and adviser to King François

- If you were the king of France, why would you be proud of this obituary?
- If you were an Iroquoian from Stadacona, how would you write Donnacona's obituary? How would it be different from the above quotation?
- How do you think Donnacona felt at the time of his death?

6 Canada: A People's History • Lesson Plans

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Wow! I Didn't Know That!

- useful information to motivate students or provide humour in the classroom
- referenced in the margin is the companion publication, *Canada: A People's History, Volume One* (CAPH, Vol. One), authored by Don Gillmor and Pierre Turgeon, and published by McClelland and Stewart. It contains additional information you can share with students.

Questions, Questions, Questions

- questions for you to ask before, during, and after watching the video chapters establish a focus for viewing actively and critically

Extension Activities

- appear in approximately half the Lesson Plans
- extensions that can serve as an independent study, research, or homework assignment

Lesson Plan Summaries

The 28 Lesson Plans will assist you in integrating the wealth of video content in Episodes 1 to 10 of *Canada: A People's History* into your classroom. The following chart will help you choose appropriate Plans for your classroom. All Lesson Plans should take one to two class periods.

Episode 1: When the World Began

Lesson 1:
Canada's First Peoples

Strand: immigration
Activity Summary: researching and mapping the arrival of the First Peoples

Lesson 2:
Stories of Creation

Strand: Aboriginal cultures and history
Activity Summary: understanding legends and oral history

Lesson 3:
Cartier and Donnacona

Strand: settlement and first contact
Activity Summary: mapping routes, understanding issues of first contact

Episode 2: Adventurers and Mystics

Lesson 4:
The Beginning of the Fur Trade

Strand: economics, French-Aboriginal relations
Activity Summary: identifying the vocabulary of economics; investigating French-Aboriginal relations

Lesson 5:
The Jesuits and the Huron

Strand: French-Aboriginal relations
Activity Summary: investigating daily life and trade opportunities

Lesson 6:
Immigration to New France

Strand: immigration and settlement
Activity Summary: investigating programs of immigration and settlement

Episode 3: Claiming the Wilderness

Lesson 7:
Expansion to the Gulf of Mexico

Strand: geography, history
Activity Summary: mapping trade routes, investigating economic and social life in New France

Lesson 8:
The Expulsion of the Acadians

Strand: French-English relations
Activity Summary: investigating 18th-century politics, economics, and lifestyle

Episode 4: Battle for a Continent

Lesson 9:
Before the Battle of the Plains of Abraham

Strand: French-English relations
Activity Summary: understanding the roots of the war

Lesson 10:
The Battle of the Plains of Abraham

Strand: military history
Activity Summary: retelling the battle, understanding its leaders

Lesson 11:
The Quebec Act

Strand: political history
Activity Summary: understanding post-war politics and geography

Episode 5: A Question of Loyalties

Lesson 12:
Conflict in Quebec, 1775

Strand: history
Activity Summary: understanding loyalty, rebellion, and propaganda

Lesson Plan 13:
United Empire Loyalists

Strand: black history, immigration and settlement
Activity Summary: investigating lives of Loyalists

Lesson Plan 14:
Sir Isaac Brock and Tecumseh

Strand: military history, Canadian-American relations
Activity Summary: examining alliances and other military strategies

Episode 6: The Pathfinders

Lesson Plan 15:
The Fur Trade in Canada

Strand: economic development, immigration and settlement
Activity Summary: investigating the economics and geography of trade

Lesson Plan 16:
The Selkirk Settlers

Strand: immigration and settlement, economic development
Activity Summary: investigating Western settlement and its impact on Aboriginal peoples and Europeans

Lesson Plan 17:
The Gold Rush

Strand: economic development, immigration and settlement
Activity Summary: mapping natural resources, investigating the effect of the Gold Rush on settlement

Episode 7: Rebellion and Reform

Lesson Plan 18:
The Rebellions of 1837

Strand: civics, history
Activity Summary: investigating political rebellion and the importance of leaders

Lesson Plan 19:
Union of the Canadas

Strand: civics, history
Activity Summary: understanding government structure and the impact of government on the people

Lesson Plan 20:
A Land of Hope

Strand: immigration and settlement, natural resources
Activity Summary: investigating the seigneural system and the history of the forestry industry

Episode 8: The Great Enterprise

Lesson Plan 21:
Newcomers to Canada

Strand: social history, immigration and settlement
Activity Summary: investigating the effect of immigration and settlement on society

Lesson Plan 22:
The Making of Confederation

Strand: civics, history
Activity Summary: simulating political conferences; investigating points of view

Lesson Plan 23:
Confederation in the Maritimes

Strand: civics, history
Activity Summary: investigating points of view, mapping political change

Episode 9: From Sea to Sea

Lesson Plan 24:
The Red River Resistance

Strand: history
Activity Summary: understanding Western rebellion and the cause of the Métis

Lesson Plan 25:
The Pacific Scandal

Strand: political history
Activity Summary: investigating and understanding political scandals

Episode 10: Taking the West

Lesson Plan 26:
The North-West Rebellion

Strand: history
Activity Summary: recreating Riel's trial

Lesson Plan 27:
The Trial of Louis Riel

Strand: political history
Activity Summary: debating treason and investigating heroism

Lesson Plan 28:
Macdonald's National Dream

Strand: geography and history
Activity Summary: advertising settlement, understanding points of view

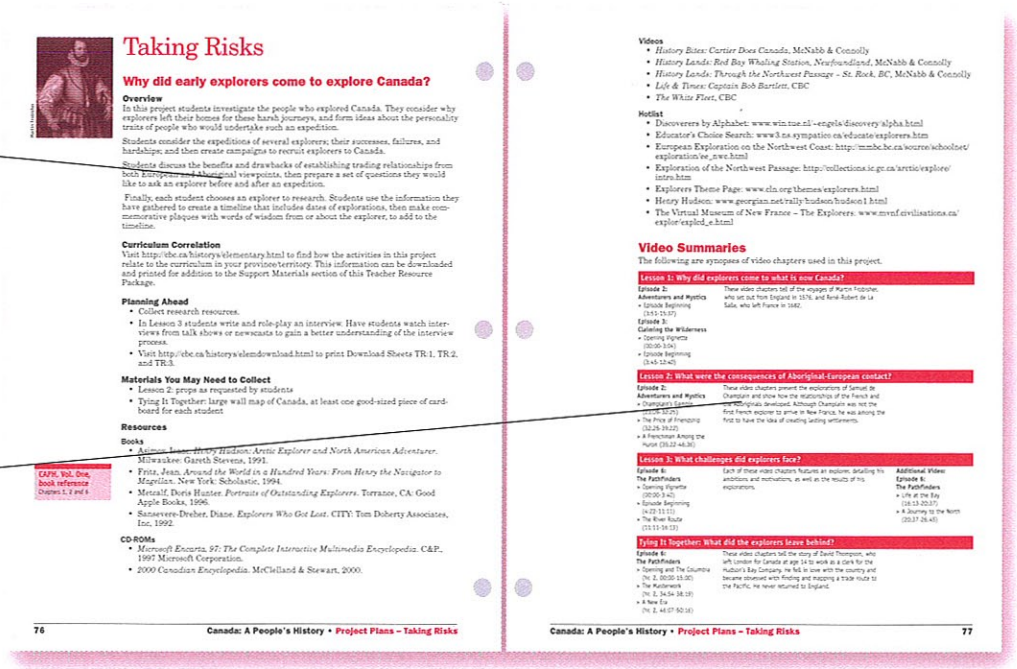
Using a Project Plan

Each of the eight projects contained in this Teacher Resource Package has been presented in an eight-page format. Each project should take two to three weeks to complete. Be sure to visit www.cbc.ca/history/downloads5to9.html to download the tools available to you.

Each project contains the following features:

Page 1:
- acts as an Introduction for the teacher
- indicates proposed scope of the project
- provides notes on planning, gathering materials, and relevant print, video, and electronic resources

Page 2:
- indicates, in chart form, which episodes and video chapters are used for each lesson
- provides a synopsis of video chapters used
- offers additional video suggestions from within *Canada: A People's History*



Taking Risks

Why did early explorers come to explore Canada?

Overview

In this project students investigate the people who explored Canada. They consider why explorers left their homes for these harsh journeys, and form ideas about the personality traits of people who would undertake such an expedition.

Students consider the expeditions of several explorers; their successes, failures, and hardships; and then create campaigns to recruit explorers to Canada.

Students discuss the benefits and drawbacks of establishing trading relationships from both European and Aboriginal viewpoints, then prepare a set of questions they would like to ask an explorer before and after an expedition.

Finally, each student chooses an explorer to research. Students use the information they have gathered to create a timeline that includes dates of explorations, then make commemorative plaques with words of wisdom from or about the explorer, to add to the timeline.

Curriculum Correlation

Visit http://cbc.ca/history/elementary.html to find how the activities in this project relate to the curriculum in your province/territory. This information can be downloaded and printed for addition to the Support Materials section of this Teacher Resource Package.

Planning Ahead

- Collect research resources.
- In Lesson 3 students write and role-play an interview. Have students watch interviews from talk shows or newscasts to gain a better understanding of the interview process.
- Visit http://cbc.ca/history/elemdownload.html to print Download Sheets TR:1, TR:2, and TR:3.

Materials You May Need to Collect

- Lesson 2: props as requested by students
- Tying It Together: large wall map of Canada, at least one good-sized piece of cardboard for each student

Resources

Books

- Asimov, Isaac. *Henry Hudson: Arctic Explorer and North American Adventurer*. Milwaukee: Gareth Stevens, 1991.
- Fritz, Jean. *Around the World in a Hundred Years: From Henry the Navigator to Magellan*. New York: Scholastic, 1994.
- Metcalf, Doris Hunter. *Portraits of Outstanding Explorers*. Torrance, CA: Good Apple Books, 1996.
- Sansevere-Dreher, Diane. *Explorers Who Got Lost*. CITY: Tom Doherty Associates, Inc., 1992.

CD-ROMs

- *Microsoft Encarta, 97: The Complete Interactive Multimedia Encyclopedia*. C&P., 1997 Microsoft Corporation.
- *2000 Canadian Encyclopedia*. McClelland & Stewart, 2000.

CAPH, Vol. One, Book 1st Peoples
Chapters 1, 2 and 6

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Videos

- *History Bites: Cartier Does Canada*, McNabb & Connolly
- *History Lands: Red Bay Whaling Station, Newfoundland*, McNabb & Connolly
- *History Lands: Through the Northwest Passage – St. Roch, BC*, McNabb & Connolly
- *Life & Times: Captain Bob Bartlett*, CBC
- *The White Fleet*, CBC

Hotlist

- Discoverers by Alphabet: www.win.tue.nl/~engels/discovery/alpha.html
- Educator's Choice Search: www3.ns.sympatico.ca/educate/explorers.htm
- European Exploration on the Northwest Coast: http://mmbc.bc.ca/courses/schoolnet/exploration/ee_nwc.html
- Exploration of the Northwest Passage: http://collections.ic.gc.ca/arctic/explore/intro.htm
- Explorers Theme Page: www.cln.org/themes/explorers.html
- Henry Hudson: www.georgian.net/rally/hudson/hudson1.html
- The Virtual Museum of New France – The Explorers: www.mvnf.civilisations.ca/explor/expled_e.html

Video Summaries

The following are synopses of video chapters used in this project.

Lesson 1: Why did explorers come to what is now Canada?

Episode 2: Adventurers and Mystics
- Episode Beginning (3:53-21:37)

Episode 3: Catering the Wilderness
- Opening Vignette (30:00-3:04)
- Episode Beginning (3:45-12:40)

These video chapters tell of the voyages of Martin Frobisher, who set out from England in 1576, and René-Robert de La Salle, who left France in 1682.

Lesson 2: What were the consequences of Aboriginal-European contact?

Episode 2: Adventurers and Mystics
- Champlain's Exploits (21:38-37:25)
- The Price of Friendship (32:26-39:22)
- A Frenchman Among the Huron (39:22-46:36)

These video chapters present the explorations of Samuel de Champlain and show how the relationships of the French and the Aboriginals developed. Although Champlain was not the first French explorer to arrive in New France, he was among the first to have the idea of creating lasting settlements.

Lesson 3: What challenges did explorers face?

Episode 6: The Pathfinders
- Opening Vignette (20:00-3:40)
- Episode Beginning (4:23-11:11)
- The River Route (13:11-36:13)

Each of these video chapters features an explorer, detailing his ambitions and motivations, as well as the results of his explorations.

Additional Video:
Episode 6: The Pathfinders
- Life at the Bay (16:13-20:37)
- A Journey to the North (20:37-26:40)

Tying It Together: What did the explorers leave behind?

Episode 6: The Pathfinders
- Opening and The Columbia (hr. 2, 00:00-15:00)
- The Masterwork (hr. 2, 34:34-38:19)
- A New Era (hr. 2, 46:07-50:16)

These video chapters tell the story of David Thompson, who left London for Canada at age 14 to work as a clerk for the Hudson's Bay Company. He fell in love with the country and became obsessed with finding and mapping a trade route to the Pacific. He never returned to England.

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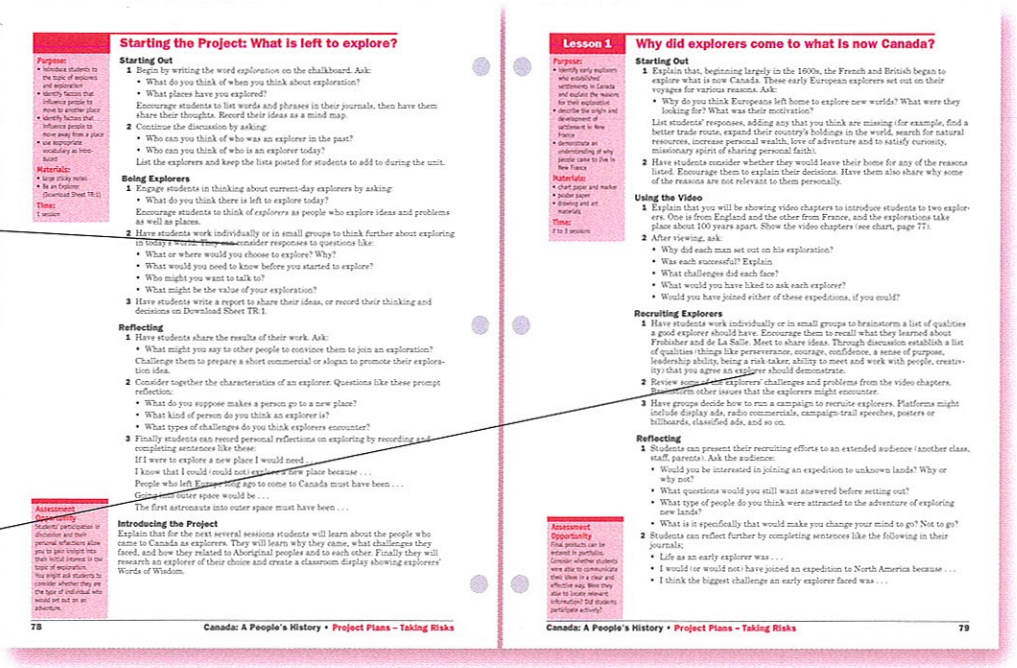
Page 3: Starting the Project
- assists the teacher in launching the project
- likely a whole class discussion with activity led by the teacher

Page 4:
- (see next page for description)



Starting the Project: What is left to explore?

Purpose:
- Introduce students to the topic of exploration and exploration
- Identify factors that influence people to move to another place
- Identify factors that influence people to move away from a place
- Use appropriate vocabulary as introduced

Materials:
- large sticky notes
- Be an Explorer (Download Sheet TR:1)

Time:
1 session

Starting Out

1 Begin by writing the word *exploration* on the chalkboard. Ask:
- What do you think of when you think about exploration?
- What places have you explored?

Encourage students to list words and phrases in their journals, then have them share their thoughts. Record their ideas as a mind map.

2 Continue the discussion by asking:
- Who can you think of who was an explorer in the past?
- Who can you think of who is an explorer today?

List the explorers and keep the lists posted for students to add to during the unit.

Being Explorers

1 Engage students in thinking about current-day explorers by asking:
- What do you think there is left to explore today?

Encourage students to think of *explorers* as people who explore ideas and problems as well as places.

2 Have students work individually or in small groups to think further about exploring in today's world. They may consider responses to questions like:
- What or where would you choose to explore? Why?
- What would you need to know before you started to explore?
- Who might you want to talk to?
- What might be the value of your exploration?

3 Have students write a report to share their ideas, or record their thinking and decisions on Download Sheet TR:1.

Reflecting

1 Have students share the results of their work. Ask:
- What might you say to other people to convince them to join an exploration?

Challenge them to prepare a short commercial or slogan to promote their exploration idea.

2 Consider together the characteristics of an explorer. Questions like these prompt reflection:
- What do you suppose makes a person go to a new place?
- What kind of person do you think an explorer is?
- What types of challenges do you think explorers encounter?

3 Finally students can record personal reflections on exploring by recording and completing sentences like these:

If I were to explore a new place I would need . . .
I know that I would / could not explore a new place because . . .
People who left Europe long ago to come to Canada must have been . . .
Going into outer space would be . . .
The first astronauts into outer space must have been . . .

Introducing the Project

Explain that for the next several sessions students will learn about the people who came to Canada as explorers. They will learn why they came, what challenges they faced, and how they related to Aboriginal peoples and to each other. Finally they will research an explorer of their choice and create a classroom display showing explorers' Words of Wisdom.

Assessment Opportunity

Students' participation in discussion and their personal reflections allow you to gain insight into their initial interest in the topic of exploration. You might ask students to consider whether they are the type of individual who would set out on an adventure.

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Lesson 1

Why did explorers come to what is now Canada?

Purpose:
- Identify early explorers who established settlements in Canada and explain the reasons for their exploration
- describe the origin and development of settlement in New France
- demonstrate an understanding of why people came to live in New France

Materials:
- chart paper and marker
- poster paper
- drawing and art materials

Time:
3 to 5 sessions

Starting Out

1 Explain that, beginning largely in the 1600s, the French and British began to explore what is now Canada. These early European explorers set out on their voyages for various reasons. Ask:
- Why do you think Europeans left home to explore new worlds? What were they looking for? What was their motivation?

List students' responses, adding any that you think are missing (for example, find a better trade route, expand their country's holdings in the world, search for natural resources, increase personal wealth, love of adventure and to satisfy curiosity, missionary spirit of sharing personal faith).

2 Have students consider whether they would leave their home for any of the reasons listed. Encourage them to explain their decisions. Have them also share why some of the reasons are not relevant to them personally.

Using the Video

1 Explain that you will be showing video chapters to introduce students to two explorers. One is from England and the other from France, and the explorations take place about 100 years apart. Show the video chapters (see chart, page 77).

2 After viewing, ask:
- Why did each man set out on his exploration?
- Was each successful? Explain
- What challenges did each face?
- What would you have liked to ask each explorer?
- Would you have joined either of these expeditions, if you could?

Recruiting Explorers

1 Have students work individually or in small groups to brainstorm a list of qualities a good explorer should have. Encourage them to recall what they learned about Frobisher and de La Salle. Meet to share ideas. Through discussion establish a list of qualities (things like perseverance, courage, confidence, a sense of purpose, leadership ability, being a risk taker, ability to meet and work with people, creativity) that you agree an explorer should demonstrate.

2 Review some of the explorers' challenges and problems from the video chapters. Brainstorm other issues that the explorers might encounter.

3 Have groups decide how to run a campaign to recruit explorers. Platforms might include display ads, radio commercials, campaign-trail speeches, posters or billboards, classified ads, and so on.

Reflecting

1 Students can present their recruiting efforts to an extended audience (another class, staff, parents). Ask the audience:
- Would you be interested in joining an expedition to unknown lands? Why or why not?
- What questions would you still want answered before setting out?
- What type of people do you think were attracted to the adventure of exploring new lands?
- What is it specifically that would make you change your mind to go? Not to go?

2 Students can reflect further by completing sentences like the following in their journals:
- Life as an early explorer was . . .
- I would (or would not) have joined an expedition to North America because . . .
- I think the biggest challenge an early explorer faced was . . .

Assessment Opportunity

Final products can be entered in portfolios. Consider whether students were able to communicate their ideas in a clear and effective way. Were they able to locate relevant information? Did students participate actively?

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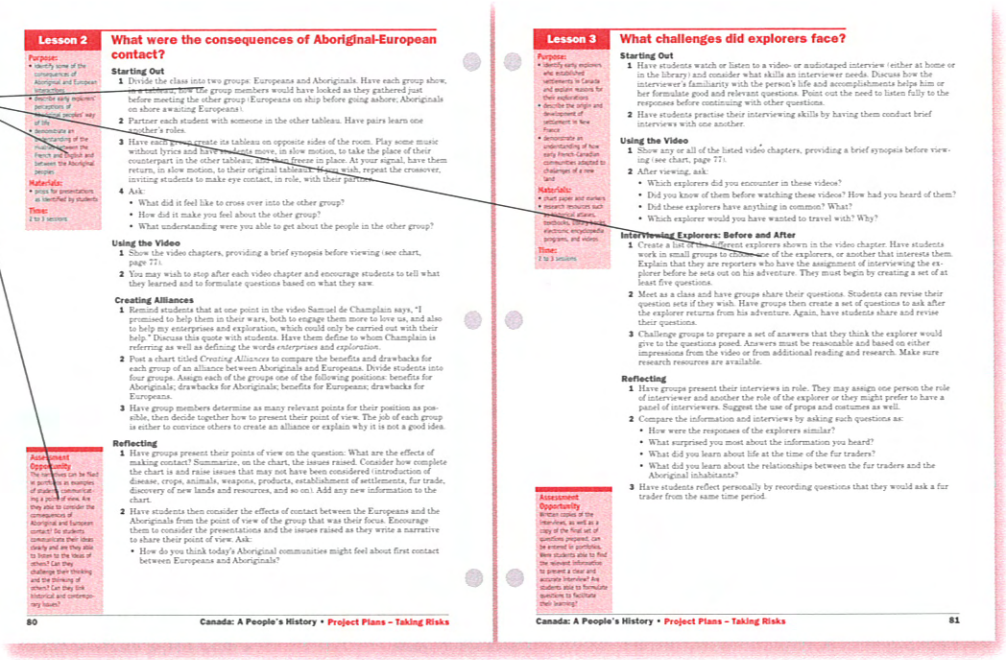
Pages 4, 5 & 6: Lessons 1, 2, 3

- three structured activities help build the unit toward the culminating activity
- each lesson is built on one or more video chapters to highlight a particular point
- Download Sheets are provided on our Web site and listed in the Support Materials section
- time-saving tools and assessment opportunities are provided



Lesson 2

What were the consequences of Aboriginal-European contact?

Purpose:
- identify some of the consequences of Aboriginal and European interactions
- describe early explorers' perceptions of Aboriginal peoples' way of life
- demonstrate an understanding of the misunderstandings that occurred between the French and English and between the Aboriginal peoples

Materials:
- props for presentations as identified by students

Time:
1 to 3 sessions

Starting Out
1 Divide the class into two groups: Europeans and Aboriginals. Have each group show, in a tableau, how the group members would have looked as they gathered just before meeting the other group (Europeans on ship before going ashore; Aboriginals on shore awaiting Europeans).
2 Partner each student with someone in the other tableau. Have pairs learn one another's roles.
3 Have each group create its tableau on opposite sides of the room. Play some music without lyrics and have the cast move, in slow motion, to take the place of their counterpart in the other tableau. Then have freeze in place. At your signal, have them return, in slow motion, to their original tableau. If you wish, repeat the crossover, inviting students to make eye contact, in role, with their partners.
4 Ask:
- What did it feel like to cross over into the other group?
- How did it make you feel about the other group?
- What understanding were you able to get about the people in the other group?

Using the Video
1 Show the video chapters, providing a brief synopsis before viewing (see chart, page 77).
2 You may wish to stop after each video chapter and encourage students to tell what they learned and to formulate questions based on what they saw.

Creating Alliances
1 Remind students that at one point in the video Samuel de Champlain says, "I promised to help them in their wars, both to engage them more to love us, and also to help my enterprises and exploration, which could only be carried out with their help." Discuss this quote with students. Have them define to whom Champlain is referring as well as defining the words *enterprises* and *exploration*.
2 Post a chart titled *Creating Alliances* to compare the benefits and drawbacks for each group of an alliance between Aboriginals and Europeans. Divide students into four groups. Assign each of the groups one of the following positions: benefits for Aboriginals; drawbacks for Aboriginals; benefits for Europeans; drawbacks for Europeans.
3 Have group members determine as many relevant points for their position as possible, then decide together how to present their point of view. The job of each group is either to convince others to create an alliance or explain why it is not a good idea.

Reflecting
1 Have groups present their points of view on the question: What are the effects of making contact? Summarize, on the chart, the issues raised. Consider how complete the chart is and raise issues that may not have been considered (introduction of disease, crops, animals, weapons, products, establishment of settlements, fur trade, discovery of new lands and resources, and so on). Add any new information to the chart.
2 Have students then consider the effects of contact between the Europeans and the Aboriginals from the point of view of the group that was their focus. Encourage them to consider the presentations and the issues raised as they write a narrative to share their point of view. Ask:
- How do you think today's Aboriginal communities might feel about first contact between Europeans and Aboriginals?

Assessment Opportunity
The narratives can be filed in portfolios as examples of students communicating a point of view. Are they able to consider the consequences of Aboriginal and European contact? Do students communicate their ideas clearly and are they able to listen to the ideas of others? Can they challenge their thinking and the thinking of others? Can they link historical and contemporary issues?

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Lesson 3

What challenges did explorers face?

Purpose:
- identify early explorers who established settlements in Canada and explain reasons for their explorations
- describe the origin and development of settlement in New France
- demonstrate an understanding of how early French-Canadian communities adapted to challenges of a new land

Materials:
- chart paper and markers
- research resources such as historical atlases, textbooks, biographies, electronic encyclopedia programs, and videos

Time:
2 to 3 sessions

Starting Out
1 Have students watch or listen to a video- or audiotaped interview (either at home or in the library) and consider what skills an interviewer needs. Discuss how the interviewer's familiarity with the person's life and accomplishments helps him or her formulate good and relevant questions. Point out the need to listen fully to the responses before continuing with other questions.
2 Have students practise their interviewing skills by having them conduct brief interviews with one another.

Using the Video
1 Show any or all of the listed video chapters, providing a brief synopsis before viewing (see chart, page 77).
2 After viewing, ask:
- Which explorers did you encounter in these videos?
- Did you know of them before watching these videos? How had you heard of them?
- Did these explorers have anything in common? What?
- Which explorer would you have wanted to travel with? Why?

Interviewing Explorers: Before and After
1 Create a list of the different explorers shown in the video chapter. Have students work in small groups to choose one of the explorers, or another that interests them. Explain that they are reporters who have the assignment of interviewing the explorer before he sets out on his adventure. They must begin by creating a set of at least five questions.
2 Meet as a class and have groups share their questions. Students can revise their question sets if they wish. Have groups then create a set of questions to ask after the explorer returns from his adventure. Again, have students share and revise their questions.
3 Challenge groups to prepare a set of answers that they think the explorer would give to the questions posed. Answers must be reasonable and based on either impressions from the video or from additional reading and research. Make sure research resources are available.

Reflecting
1 Have groups present their interviews in role. They may assign one person the role of interviewer and another the role of the explorer or they might prefer to have a panel of interviewers. Suggest the use of props and costumes as well.
2 Compare the information and interviews by asking such questions as:
- How were the responses of the explorers similar?
- What surprised you most about the information you heard?
- What did you learn about life at the time of the fur traders?
- What did you learn about the relationships between the fur traders and the Aboriginal inhabitants?
3 Have students reflect personally by recording questions that they would ask a fur trader from the same time period.

Assessment Opportunity
Written copies of the interviews, as well as a copy of the final set of questions prepared, can be entered in portfolios. Were students able to find the relevant information to present a clear and accurate interview? Are students able to formulate questions to facilitate their learning?

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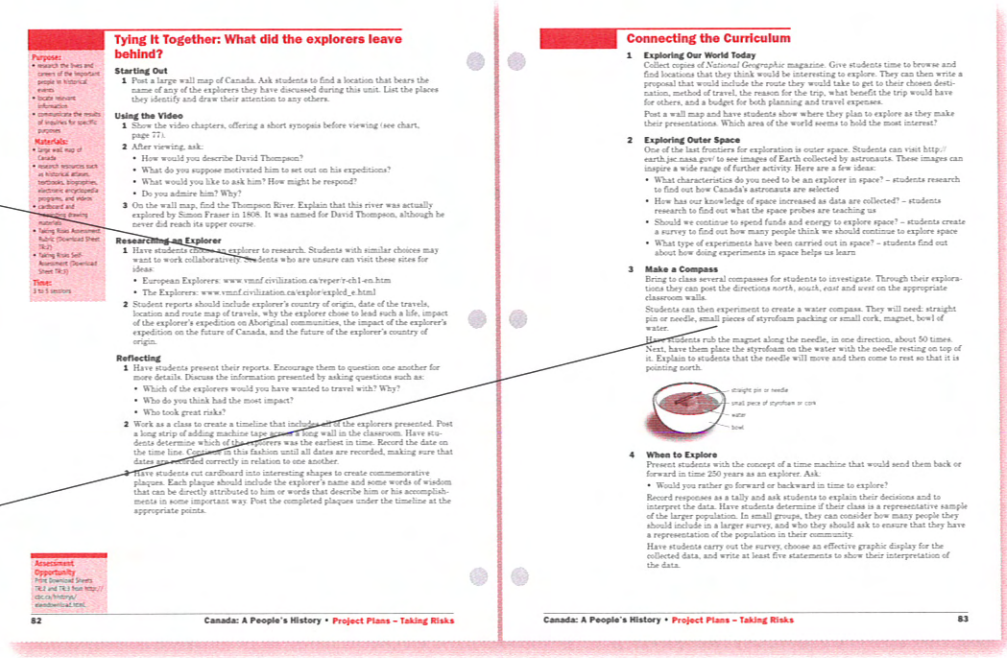
Page 7: Tying It Together

- the culminating activity of the Project Plan
- necessary materials, video chapters, and assessment opportunities unique to the activity are all highlighted

Page 8: Connecting the Curriculum

- additional, multidisciplinary activities, related to the topic of the Project
- activities can be used to meet the needs and interests of the class



Tying It Together: What did the explorers leave behind?

Purpose:
- research the lives and careers of the important people in historical events
- locate relevant information
- communicate the results of inquiries for specific purposes

Materials:
- large wall map of Canada
- research resources such as historical atlases, textbooks, biographies, electronic encyclopedia programs, and videos
- cardboard and corresponding drawing materials
- Taking Risks Assessment Rubric (Download Sheet 7&2)
- Taking Risks Self-Assessment (Download Sheet 7&3)

Time:
3 to 5 sessions

Starting Out
1 Post a large wall map of Canada. Ask students to find a location that bears the name of any of the explorers they have discussed during this unit. List the places they identify and draw their attention to any others.

Using the Video
1 Show the video chapters, offering a short synopsis before viewing (see chart, page 77).
2 After viewing, ask:
- How would you describe David Thompson?
- What do you suppose motivated him to set out on his expeditions?
- What would you like to ask him? How might he respond?
- Do you admire him? Why?
3 On the wall map, find the Thompson River. Explain that this river was actually explored by Simon Fraser in 1808. It was named for David Thompson, although he never did reach its upper course.

Researching an Explorer
1 Have students choose an explorer to research. Students with similar choices may want to work collaboratively. Students who are unsure can visit these sites for ideas:
- European Explorers: www.vmnf.civilization.ca/reper/r-ch1-en.htm
- The Explorers: www.vmnf.civilization.ca/explor/explxd_e.html
2 Student reports should include explorer's country of origin, date of the travels, location and route map of travels, why the explorer chose to lead such a life, impact of the explorer's expedition on Aboriginal communities, the impact of the explorer's expedition on the future of Canada, and the future of the explorer's country of origin.

Reflecting
1 Have students present their reports. Encourage them to question one another for more details. Discuss the information presented by asking questions such as:
- Which of the explorers would you have wanted to travel with? Why?
- Who do you think had the most impact?
- Who took great risks?
2 Work as a class to create a timeline that includes all the explorers presented. Post a long strip of adding machine tape across a long wall in the classroom. Have students determine which of the explorers was the earliest in time. Record the date on the time line. Continue in this fashion until all dates are recorded, making sure that dates are recorded correctly in relation to one another.
3 Have students cut cardboard into interesting shapes to create commemorative plaques. Each plaque should include the explorer's name and some words of wisdom that can be directly attributed to him or words that describe him or his accomplishments in some important way. Post the completed plaques under the timeline at the appropriate points.

Assessment Opportunity
Print Download Sheets 7&2 and 7&3 from http://cbc.ca/history/standdownload.html.

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Connecting the Curriculum

1 Exploring Our World Today
Collect copies of *National Geographic* magazine. Give students time to browse and find locations that they think would be interesting to explore. They can then write a proposal that would include the route they would take to get to their chosen destination, method of travel, the reason for the trip, what benefit the trip would have for others, and a budget for both planning and travel expenses.
Post a wall map and have students show where they plan to explore as they make their presentations. Which area of the world seems to hold the most interest?

2 Exploring Outer Space
One of the last frontiers for exploration is outer space. Students can visit http://earth.jsc.nasa.gov/ to see images of Earth collected by astronauts. These images can inspire a wide range of further activity. Here are a few ideas:
- What characteristics do you need to be an explorer in space? – students research to find out how Canada's astronauts are selected
- How has our knowledge of space increased as data are collected? – students research to find out what the space probes are teaching us
- Should we continue to spend funds and energy to explore space? – students create a survey to find out how many people think we should continue to explore space
- What type of experiments have been carried out in space? – students find out about how doing experiments in space helps us learn

3 Make a Compass
Bring to class several compasses for students to investigate. Through their explorations they can post the directions *north, south, east* and *west* on the appropriate classroom walls.
Students can then experiment to create a water compass. They will need: straight pin or needle, small pieces of styrofoam packing or small cork, magnet, bowl of water.
Have students rub the magnet along the needle, in one direction, about 50 times. Next, have them place the styrofoam on the water with the needle resting on top of it. Explain to students that the needle will move and then come to rest so that it is pointing north.

4 When to Explore
Present students with the concept of a time machine that would send them back or forward in time 250 years as an explorer. Ask:
- Would you rather go forward or backward in time to explore?
Record responses as a tally and ask students to explain their decisions and to interpret the data. Have students determine if their class is a representative sample of the larger population. In small groups, they can consider how many people they should include in a larger survey, and who they should ask to ensure that they have a representation of the population in their community.
Have students carry out the survey, choose an effective graphic display for the collected data, and write at least five statements to show their interpretation of the data.

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Project Plan Summaries

Project Title	Focus Question and Description	Activities	Culminating Event
Project Plan 1: Researching the Past	How do we know what we know about the past? • using primary sources to investigate history	• Identifying Evidence • Considering Points of View • Creating Text for Photos • Telling Stories	Designing and Creating a Time Capsule
Project Plan 2: Oral Traditions and Culture	How do culture and identity survive? • investigating oral history	• Describing Canadians • Showing the Story of the Beothuk • Creating Rituals • Shawnadithit's Corridor of Voices	Dramatizing the History of the Beothuk
Project Plan 3: Taking Risks	Why did early explorers come to explore Canada? • researching early explorers	• Being Explorers • Recruiting Explorers • Creating Alliances • Interviewing Explorers: Before and After	Researching an Explorer
Project Plan 4: Settling Canada	Why did people leave their homelands and immigrate to Canada? • investigating immigration and settlement	• Researching Backgrounds • Researching Life in New France • Writing Diaries in Role • Promoting Western Canada	Creating a Settlement
Project Plan 5: Loyalties	What is loyalty? • investigating the effect of loyalty on a country	• Playing on Teams • Inner/Outer Circle • Exploring Stability • A Circle of Unity	Solving a Problem through Forum Theatre
Project Plan 6: Conflict	How do points of view help explain conflicts? • investigating conflict from different points of view	• Gathering Information • Analyzing a Newspaper • Writing a News Story • Writing an Editorial	Creating Newspapers
Project Plan 7: Leaders in Canadian History	What are the qualities of a good leader? • identifying the qualities of a good leader	• Identifying Leaders • Creating a Leadership Profile • Conducting Historical Interviews • Creating Campaigns	Designing and Creating a Monument
Project Plan 8: Time and Change	What changes came to Canada in the mid-1800s? • researching various Canadian lifestyles of the 1800s	• Researching a Typical 1800s Day • Researching Urban and Rural Life in the Mid-1800s • Writing an Eyewitness Account • Creating a Time-Travel Brochure	Celebrating Canada Day (Dominion Day) in 1868

Using the *Canada: A People's History* Video Series

The greatest challenge teachers face with this remarkable series is effectively using the wealth of Social Studies content it offers—30 hours of dramatic, engaging, informative video!

The Lesson Plans and Project Plans in this Teacher Resource Package assist the teacher in identifying short segments—or video chapters, as they are called here—from each episode that will be an integral resource for your course of study, and will engage students' attention while delivering necessary background and support information to explore the topic or activity at hand.

Video is a flexible resource that offers the teacher a high level of control in the classroom environment. You can adjust the viewing to your students' levels and time requirements, and you can direct your students' viewing, increasing their concentration and ability to focus on content and to recall detail. Video is frequently the point of departure, or the catalyst, for classroom discussion, student research, or for integrating supplementary activities.

Video should always be previewed by the teacher prior to presentation. The video chapters selected to support the Lesson Plans and Project Plans in this Teacher Resource Package have been deemed by the writers and editors to be age- and level-appropriate. However, because you may wish to use more content than that which is indicated, because students may wish to view more of each episode for personal enjoyment or research purposes, and because other video chapters include content of a sensitive or disturbing nature, it is recommended that the teacher preview the videos in their entirety before classroom use.

The time code references that follow each video chapter identified in the Lesson Plans and Project Plans will help you quickly find the start time of the specific video chapter you wish to show.

Note that two-hour episodes are provided to schools on two one-hour videotapes. If the video chapter is on the Hour Two tape, the time code reference indicates "hr. 2." If the video chapter is on the Hour One tape, only the time code reference is indicated.

To most easily find the start of the video chapters, **reset your VCR's video counter to zero as soon as the opening episode images appear**. Video chapter references are cued from this point in real-time on each tape. VCR counters are inconsistent at the best of times, but this will bring you either right to, or close to, the start time of the video chapter you're looking for.

When showing video in the classroom, keep the following tips in mind:

- Do not turn the lights off; this creates a passive mood.
- "Set the scene" by giving students a brief synopsis of the video chapter they're about to see.
- Establish a focus for viewing to encourage active and critical viewing by your students and ask them to have a pen and paper ready for making notes; the Lesson Plans and Project Plans provide pre-, during, and post-viewing questions to assist you.
- Use the pause button (on most VCRs and remote controls) to stop the video chapter when you need to refocus students' attention or ask a question.
- Consider showing the video chapter a second time to increase content retention.

Following these simple steps will create a visual context around which ideas and concepts grow and dramatically enhance the usefulness and enjoyment of integrating *Canada: A People's History* videos in your classroom.

Assessing Students' Work

Relevant assessment opportunities are noted throughout the Teacher Resource Package, and a variety of rubrics, as noted in the Lesson Plans and Project Plans, can be downloaded from **www.cbc.ca/history/downloads5to9.html**

Lesson Plan Assessment Tools

The 28 Lesson Plans in the Teacher Resource Package have been created to support the current program in use in your classroom, while recognizing that you already have your own preferred evaluation tools.

Designed to take one to two days of class time, our Lesson Plans include activities that lend themselves to formal assessment. Our writers have noted, in the margin, where an assessment opportunity might be appropriate. To facilitate this assessment, we have included the following downloadable masters, listed on page 126 of the Support Materials section.

Debate Sheet, Assessment Download Sheet 1

- based on a standard model for debates, this scoring sheet will assist in the evaluation of a formal debate

Group Presentation, Assessment Download Sheet 2

- can be used to score group presentations and communicate progress to students

Oral Presentation, Assessment Download Sheet 3

- can be used to assist in grading oral presentations

Reflecting on What You Have Seen, Assessment Download Sheet 4

- includes simple questions that a teacher might use to verify student comprehension of video content

Written Presentation, Assessment Download Sheet 5

- can be used to assist in grading written assignments

Project Plan Assessment Tools

The Project Plans provide you with enough material to teach an in-depth unit over the course of two or three weeks. During this time, you will have opportunities to do ongoing assessment of students as they work. Assessment Opportunity boxes appear in the margins of the Project Plans to highlight relevant areas, and tips, for assessment.

In addition, a one-page assessment rubric, specific to the culminating work of each project, can be downloaded from http://cbc.ca/historys/elemdownload.html. They list criteria for acceptable work at four levels of achievement, and provide a section for both student and teacher evaluation of the culminating work.

Finally, a self-assessment form, specific to each project, can be downloaded from http://cbc.ca/historys/elemdownload.html. Completing these encourage students to think critically about what they have learned over the course of the project.

Lesson Plans

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Scope and Sequence

Lesson Number and Title	Activity Skills Focus					
	Critical Thinking	Writing	Using Visual Information	Oral Presentation	Media	Research
Lesson 1: Canada's First Peoples		•	•			•
Lesson 2: Stories of Creation		•		•		
Lesson 3: Cartier and Donnacona	•		•			
Lesson 4: The Beginning of the Fur Trade			•	•		
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Lesson 7: Expansion to the Gulf of Mexico		•	•	•		
Lesson 8: The Expulsion of the Acadians	•					•
Lesson 9: Before the Battle of the Plains of Abraham			•		•	•
Lesson 10: The Battle of the Plains of Abraham					•	
Lesson 11: The Quebec Act		•	•	•		
Lesson 12: Conflict in Quebec, 1775	•	•				
Lesson 13: United Empire Loyalists	•	•	•			•
Lesson 14: Sir Isaac Brock and Tecumseh	•		•	•		
Lesson 15: The Fur Trade in Canada			•	•		
Lesson 16: The Selkirk Settlers		•		•		
Lesson 17: The Gold Rush		•	•			•
Lesson 18: The Rebellions of 1837				•	•	
Lesson 19: Union of the Canadas	•			•		
Lesson 20: A Land of Hope	•	•	•			
Lesson 21: Newcomers to Canada		•	•			•
Lesson 22: The Making of Confederation				•	•	
Lesson 23: Confederation in the Maritimes		•	•			
Lesson 24: The Red River Resistance		•			•	•
Lesson 25: The Pacific Scandal	•	•		•		
Lesson 26: The North-West Rebellion			•	•		•
Lesson 27: The Trial of Louis Riel	•			•		•
Lesson 28: Macdonald's National Dream	•	•			•	

Lesson 1

Native Hunters Following Caribou

Episode 1: When the World Began

> The Crossing (11:54-19:24)

Purpose

Students will identify factors that affect migration and mobility; demonstrate an understanding of the ways in which cultures are affected by migration; describe patterns and trends in migration and their effects on Canada.

CAPH, Vol. One, book reference

Chapter 1: The Centre of the World, pages 1-9

Canada's First Peoples

Video Summary

Aboriginal people have lived in North America for at least 12 000 years and possibly much longer. This video chapter recounts the rich and varied history of the first inhabitants of the territory that would become Canada. It offers viewers the commonly held theory of how the first occupants came from Asia—most likely crossing the land bridge that occasionally spanned the Bering Strait during the Ice Ages. This land bridge emerged and disappeared several times, opening North America to its earliest inhabitants. It is believed that its most recent surfacing came during the last Ice Age, about 14 000 years ago and that, at that time, Canada's first occupants crossed this land bridge and made their way into North America.

Why Is This Important?

- learn how North America's First Peoples most likely came here
- learn why all Canadians are immigrants to this land
- learn why people move from one area to another
- find out how much people depend on nature and how the natural environment shapes our lives

Wow! I Didn't Know That

1. Ice is one of the hardest substances on Earth. It can crush steel and change the shape of the land.
2. Glaciers form from snow, not from ice.
3. Average yearly temperatures would only need to drop about 4°C for another ice age to occur.
4. In Bluefish Caves in northern Yukon, archaeologists have found a few chipped stone artifacts, as well as the bones of extinct fossil animals. Radiocarbon dating indicates that the artifacts are 13 000 to 18 000 years old—the earliest evidence of people in North America.

Questions, Questions, Questions

Before Viewing

1. What stories do you know that explain the creation of Earth and humans?
2. Why do immigrants come to Canada? How do they get here?
3. Where did Canada's Aboriginal peoples originally come from? How did they get here?

During Viewing

1. Recall two creation stories told by the First Peoples. What do these stories all have in common?
2. How is the story of the Salish people different from the stories told by the other nations? (migration-based)
3. What role did climate play in the Salish story?
4. Name new empires or peoples that evolved in North America.

After Viewing

1. Tell one of the creation stories you heard. What makes it memorable for you?
2. How did the climate change between 15 000 and 20 000 years ago? Explain the link between the glaciers and the arrival of the first occupants in North America.
3. Explain how the first inhabitants depended on nature.
4. Explain how the first inhabitants were vulnerable to nature.

Activities

1 What's in a Name?

Christopher Columbus first used the word *Indian* to describe the natives of North America because, when he arrived at the island of Dominica he thought he had reached the East Indies. The word *Eskimo*, first used by a French priest in the 1600s, means "eaters of raw meat." Neither group uses those names for itself.

Have students research the names of various Aboriginal groups and the meaning of those names. Record their work on chart paper, then ask:

- What is the most common meaning of a nation's name?
- What does this tell you about how the groups think of themselves?

Extension Activity
Have students investigate various aspects of the culture of some of the Aboriginal groups whose names and locations they have explored.

Aboriginal Names and Their Meanings

Assiniboin: people who use stones to cook
Beothuk: man or human
Dene: the people
Inuit: the people
Haida: the people
Iroquois: poisonous snake
Kutchin: the people
Mi'kmaq: allies or friends
Mohawk: man eater
Ottawa: traders
Salish: the people
Naskapi: rude people
Dakota: allies

Next, have students research other words we use that are Aboriginal in origin. They can brainstorm such common words as *toboggan*, *tobacco*, *moccasin*, and so on. They can also locate place names on a political map of Canada and research to learn their meanings.

2 On The Move

Ask:

- Why did the first people come to North America?
- What five reasons can you think of that people today would want to come to Canada?
- What five reasons can you think of that people would want to leave their homelands?

List students' responses to each question. Explain that the attractions of a new country are called pull factors, and the reasons for leaving a country are called push factors.

Challenge students to imagine that they are among the first people to arrive in North America, and to write a letter to a friend back in Siberia explaining why you have left (push factors) and why you are going to stay (pull factors).

3 It's All Natural

Materials
- Download Sheet 1

Distribute to students a map of Canada's Aboriginal peoples (Download Sheet 1). Have students examine the map and locate the geographic area of each nation.

Assessment Opportunity
Reflecting on What You Have Seen, Assessment Download Sheet 4

Divide the class into groups and have each group select one of the nations shown on the map. Explain that each nation likely descended from the First Peoples, who crossed the land bridge. Challenge each group to use its map to brainstorm how its nation evolved. Students should consider how the First Peoples would have had to adapt to the environment; how such things as climate, soil, proximity to water, natural vegetation, and wildlife would have influenced food, clothing, homes, tools, rituals, ceremonies, recreation, games, and so on; and what tools, vehicles, and inventions the group created to help them survive.

Invite groups to share their findings. Together, discuss the similarities and differences among the groups as they evolved, and how the environment might have been a factor.

Lesson 2

Native Storytelling

Episode 1: When the World Began

> The Crossing (11:54-19:24)
> Women and Men (19:24-23:27)
> Visionquest (23:27-27:26)
> Running Across the Sky (27:26-32:12)

Purpose

Students will identify ways in which the environment shaped Canadian Aboriginal cultures and understand the relationship between Aboriginal peoples and their environment.

CAPH, Vol. One, book reference

Chapter 1: The Centre of the World, pages 1-9; 30-42

Stories of Creation

Video Summary

All peoples create myths and legends to explain the world around them. The Aboriginal peoples in North America had no written histories until after the arrival of the European writing systems. They shared oral stories, music, and dance to pass their legends down through countless generations. These stories helped teach listeners about their past, their customs, and how to survive in this world.

Why Is This Important?

- learn more about Aboriginal cultures by experiencing their stories, tales, and legends
- gain an understanding of the world view of the First Peoples

Wow! I Didn't Know That

1. When Aboriginal groups camped in their hunting grounds or on traplines, tribal elders would share stories around the campfire.
2. In many legends, animals talk and act like people.
3. The Mi'kmaq and other Aboriginal peoples did not have any written language.
4. Stories could last for days.

Questions, Questions, Questions

Before Viewing

1. Do you know any stories of how the world began?
2. Does your family have any special stories passed down from grandparents to parents to children?
3. Does anyone in your family tell stories?

During Viewing

1. How many creation stories did you hear? Which one did you remember?
2. Tell the story of women and men in your own words.
3. Tell the story of the bison in your own words.

After Viewing

1. How were the creation stories different?
2. Did any of the stories have humour in them? What was humorous?

Activities

- Bruchac, Joseph and London, Jonathan. *Thirteen Moons on Turtle's Back*. New York: Philomel Books, 1992.
- Taylor, C.J. *How We Saw the World*. Toronto: Tundra Books, 1993.
- Taylor, C.J. *How Two-Feather Was Saved from Loneliness*. Toronto: Tundra Books, 1990.

1 Tell Us about It

Read to the class several Aboriginal legends that explain natural phenomena (see margin for suggestions).

About each one that you read, ask:

- About what does this legend tell us?
- Do you think the legend provides a good explanation? Why?

As a group, brainstorm and list a variety of natural events (the sunrise, a snowstorm, the change of seasons). Divide the class into small groups and invite each group to choose a natural event. Challenge each group to write a legend telling why the event happens the way it does. Invite groups to share their legends in a storytelling circle in the classroom.

Materials

- *Knots on a Counting Rope*
- 60 cm length of rope for each student

2 My Own Story

Read *Knots on a Counting Rope*, by Bill Martin Jr. and John Archambault (New York: Henry Holt, 1987).

Discuss how the counting rope is used in the story, and what the boy learned from his grandfather.

Challenge each student to write his or her own story about how he or she, another family member, or a friend got his or her name. Encourage students to embellish the story with asides and interesting information about their family and themselves. Have each student share the story with a partner, then with a small group, and finally with the whole class. Provide students with short lengths of rope and have them make a knot in their own counting rope each time they tell their story.

Assessment Opportunity

Oral Presentation, Assessment Download Sheet 3

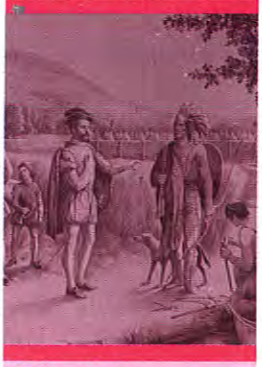
Materials

- leather or cloth
- scissors
- art materials

3 A Bag for Storytelling

When the Iroquois told their stories, they often used a leather bag containing small items such as a feather, a special stone, or a plant that they would bring out and show during the story. Have students make their own leather bags. Cut leather or cloth in a circle. Have them punch holes around the top, then lace a leather shoelace or small cord through the holes. They can decorate the outside with designs or symbols, and use the bag in their own storytelling. Encourage students to investigate the storytelling traditions of the Aboriginal groups who live in their region.

Lesson 3



Jacques Cartier and Donnacona

Episode 1: When the World Began

> The Land God Gave to Cain (hr. 2, 9:38-15:18)
> Hochelaga (hr. 2, 15:18-24:18)
> A Star Was Lost in the Sky (hr. 2, 24:18-27:34)

Purpose

Students will describe the origin and development of French settlement in North America; demonstrate an understanding of how the early French-Canadian communities adapted to the challenges of their new land; describe the relationships among the various cultural groups in North America.

CAPH, Vol. One, book reference

Chapter 1: The Centre of the World, pages 19-27

Cartier and Donnacona

Video Summary

These video chapters describe the arrival of the Europeans in North America, as told from the Aboriginal perspective. They tell of the electrifying moments of first contact between these two worlds, the North American and the European, through the story of Jacques Cartier and Donnacona, the Iroquoian chief whom he meets on the Gaspé shore and later kidnaps.

Why Is This Important?

- find out why the Europeans, especially the French, wanted to explore North America
- learn how different the Aboriginal and European cultures were, yet how each became dependent on the other
- understand how devastating European contact was for Aboriginal peoples
- appreciate how difficult and challenging the Canadian landscape and winters were for the Europeans

Wow! I Didn't Know That

1. Smallpox, measles, influenza, and tuberculosis, brought to the New World by the Europeans, were responsible for the deaths of more Aboriginal people than any other factor at that time.
2. No New World disease ever returned to Europe to cause widespread death. Diseases usually started in domesticated animals, which were rare in the New World.
3. Up to half a ship's crew would die of scurvy (lack of Vitamin C) on long voyages. English explorer James Cook gave his crew extract of citrus. He didn't lose a single man to scurvy on his voyages in the Pacific.

Questions, Questions, Questions

Before Viewing

1. Who were the first Europeans to come to the New World? Why did they come?
2. Who was Jacques Cartier?
3. What were some of the advantages and disadvantages to the Europeans of their coming to the New World? What were some of the advantages and disadvantages to Aboriginal groups of the European exploration?

During Viewing

1. Why did King François send Cartier to the New World?
2. Who was Donnacona? What happened to him?
3. What Aboriginal customs and habits did Cartier notice?
4. What hardships did Cartier and his men endure in their first winter in Canada? How did they survive?

After Viewing

1. Why was France so interested in claiming new lands?
2. Is Cartier a hero or a villain? Explain.
3. Is Donnacona a hero or a villain? Explain.
4. What did the Europeans learn from their contact with Aboriginal peoples?
5. How did the lives of Aboriginal peoples change as a result of European contact?

Activities

1 Map It!

Materials
- Download Sheet 2

Provide students with a historical map that shows the voyages of Jacques Cartier (Download Sheet 2) and an atlas of Canada. Have students use the atlas to plot the following on their historical map:

Strait of Belle Isle	Saguenay River	Newfoundland	Hochelaga
Baie des Chaleurs	St. Lawrence River	Île de l'Assomption	Miquelon Island
Baie de St. Laurent	Cap Gaspé	Stadacona	St. Pierre Island

Then have them answer the questions that follow:

- What is the present-day name for Île de l'Assomption?
- What present-day cities are Stadacona and Hochelaga?
- What do the locations of Stadacona and Hochelaga have in common?
- What advantages would the locations of Stadacona and Hochelaga have for trade and defence?
- To which country do the islands of St. Pierre and Miquelon belong?

2 What Did He Mean by That?

Materials
- index cards

Divide the class into six groups. Write one of the following quotations on each of two index cards, and write the corresponding questions on the back. Give each group an index card and have them answer the questions.

"I am rather inclined to believe that this is the land God gave to Cain."
— Jacques Cartier

Assessment Opportunity
Reflecting on What You Have Seen, Assessment Download Sheet 4

- Who was Cain?
- What did Cartier mean by this quote?
- What does this reveal about the land he saw?

"There are people on this coast, whose bodies are fairly well formed, but they are wild and savage folk." — Jacques Cartier

- What did Cartier mean when he said the bodies of the Aboriginal people were "well formed"?
- Why would Cartier describe the Aboriginal people as "wild and savage folk"? How would these descriptions shape future European relationships and attitudes toward Aboriginal people?
- Is this quote a compliment or an insult? Explain.

"A king of the country who was called Donnacona, who died in France in the time of the great King François, who spoke our language very well and having lived there four or five years, died a good Christian."
— Andre Thevet, clergyman, cosmographer, and adviser to King François

Extension Activity
Imagine you are Donnacona. You are in your fourth year of captivity in France. You are dying and know you will never see your family, village, and country again. You have the opportunity to see one of your sons before you die. What wisdom will you leave him before your star in the sky is extinguished?

- If you were Donnacona, would you be proud of this obituary? Why or why not?
- If you were an Iroquoian from Stadacona, how would you write Donnacona's obituary? How would it be different from the above quotation?
- How do you think Donnacona felt at the time of his death?

Lesson 4

The Beginning of the Fur Trade

Samuel de Champlain

Episode 2: Adventurers and Mystics

> Champlain's Gamble (23:09-32:25)
> The Price of Friendship (32:25-39:22)
> A Frenchman Among the Huron (39:22-46:36)

Purpose

Students will describe the origins of French settlement in North America; demonstrate an understanding of how the early French-Canadian communities adapted to the challenges of their new land; demonstrate an understanding of the interaction between the French and the Aboriginal peoples.

CAPH, Vol. One, book reference

Chapter 2: They That Go Down to the Sea in Ships, pages 57-61

Video summary

In the 16th century, the European view of North America changed radically. From being perceived as merely an obstacle to finding a navigable route to the Orient, it became a territory where permanent colonies could be established. These video chapters describe the shift in perception and its consequences. They recount the beginnings of the fur trade and tell of the adventures of Samuel de Champlain as well as alliances and conflicts with Aboriginal peoples.

Why Is This Important?

- learn how the fur trade began
- learn why the fur trade and Aboriginal alliances were indelibly linked
- learn about the first alliances between the Huron and the French colonists

Wow! I Didn't Know That

1. The beaver population in North America before the arrival of the Europeans was approximately 10 million; however, the beaver population in the Old World actually exceeded that number.
2. An adult beaver weighs between 14 and 28 kg, and has a single mate for life. Their litters have between two and six offspring, and the birthing time is usually in May.
3. In the 48 hours following birth, a newborn beaver gets its first swimming lesson from its father.
4. The most luxurious and resilient felt is made from the thin inner layers of beaver fur.
5. In Algonquian, *Quebec* means "the place where the river narrows."

Questions, Questions, Questions

Before Viewing

1. Who was the founder of the city of Quebec?
2. What does the word *alliance* mean to you?
3. Who was Étienne Brûlé?
4. Who was Samuel de Champlain?

During Viewing

1. What was "Canada's gold"?
2. Why did Samuel de Champlain wish to establish a permanent trading post at Quebec and spend the winter there?
3. What were the French colonists' worst enemies while waiting for winter to arrive?
4. With which Aboriginal nation did Champlain negotiate fur trading? What was the result of this alliance?
5. What did the beaver represent for the Huron?
6. What did the Europeans trade for beaver pelts?

After Viewing

1. Describe the events that caused Samuel de Champlain to seal, in blood, the alliance with the Huron nation.
2. What role did Étienne Brûlé play with the Huron nation?
3. "The beaver does everything perfectly well. It brings us kettles, hatchets, swords, knives; in short, the beaver makes everything." What does this statement by a Montagnais mean?

Activities

1 New Words in the New World

When the French colonists settled in North America at the beginning of the 17th century and began trading furs, new words were created to facilitate language and communication among them. A whole new vocabulary for the fur trade was coined.

Write the following words (but not the definitions) on the board. Challenge students to find, or create, the meaning of the words. Gather as a group to share definitions. Share the correct definitions with the students.

- **a Barter:** To exchange one object for another.
- **b Trade:** to buy or sell something using a form of currency.
- **c Voyageur:** An experienced French-Canadian canoe paddler who transported heavy loads across the continent, often paddling between 14 and 16 hours per day. The colourful hats and hand-woven or arrow sashes they wore became the true uniform of the fur trade.
- **d Portage:** To carry a boat overland from one body of water to another. The voyageurs often portaged to avoid waterfalls and dangerous rapids. They carried their canoes, equipment, and goods on their backs for several kilometres.
- **e *Décharges* (demi-portages):** A shallow stretch in a watercourse. When they encountered these, the voyageurs left part of the load in the canoe and pulled the canoe along the river with a rope.

2 A Film Script

Assessment Opportunity
Group Presentation, Assessment Download Sheet 2

Challenge students to write their own short documentaries about an interaction between the French and the Aboriginals. Students can use a word processor or work with pen and paper.

Have students create characters and a plot, and write dialogue that includes as many words as possible from the fur-trade vocabulary. Situations might include an Aboriginal elder giving advice to a younger person, a French colonist telling a great Huron chief about his voyage to Lake Huron, and so on.

As a class, choose two or three scripts to present. Invite students to use costumes and props, to use Native languages and French if they know them, and, if they wish, to film the presentation.

3 Classroom Barter

Have students bring to class objects that are of no value to them and that do not belong to someone else. They may choose objects from nature (a rock, a branch, a maple leaf), or manufactured objects (hockey cards, pictures in a magazine, a clean, empty jar). Invite students to engage in barter for their goods.

Lesson 5

Jesuit and Native Children

Episode 2: Adventurers and Mystics
> Black Robes in the Dark Forest
(hr. 2, 00:46-7:26)

Purpose
Students will demonstrate an understanding of how the early French-Canadian communities adapted to challenges of their new land; describe the relationships among the various cultural groups in North America; demonstrate an understanding of the interactions between the French and Aboriginal peoples.

CAPH, Vol. One, book reference
Chapter 2: They That Go Down to the Sea in Ships, pages 70-74

The Jesuits and the Huron

Video Summary

The exploration of the New World launched a great evangelization movement. In the 17th century, France was well known for its fur trade, but above all, it was known for its efforts to convert the Aboriginal populations to Christianity. This video chapter recounts the story of the arrival of the first priests and monks: the Récollets and the Jesuits.

Why Is This Important?

- learn how Europeans tried to impose their vision of the world on Aboriginals in Canada
- learn how various religious groups in Canada have contributed to education and medicine in our country
- learn more about one of the greatest Aboriginal nations in Canada—the Huron

Wow! I Didn't Know That

1. The Jesuits tried to spread the word of God and teach theology, but they also taught applied sciences, philosophy, agriculture, commerce, and mechanics.
2. During the night of August 23-24, 1572, Roman Catholics killed about 3000 Protestants in Paris, in the Saint-Barthélemy Massacre, one of history's most horrific religious events.
3. Letters written by missionary Jesuits in Canada contain ethnological, historical, and scientific information about Canada's Aboriginal people.
4. In 1930, Jean de Brébeuf was granted exceptional status in recognition of his martyrdom and later made the patron saint of Canada.

Questions, Questions, Questions

Before Viewing

1. What religions do you know?
2. What is a missionary?
3. Why do people try to change the religion of other people? Why would France have tried to do this to Native North Americans?

During Viewing

1. What was the name of the religious order that settled in Canada in the 17th century? Why did they settle here?
2. How did the Huron feel about the Jesuits coming into their villages?
3. Who was Marie de l'Incarnation?
4. Who were the founders of the City of Montreal?
5. Which great Aboriginal nation disappeared from Canada in the 17th century? Why?
6. Why did the Huron Confederacy disappear 40 years after becoming allies of the French and Samuel de Champlain?

After Viewing

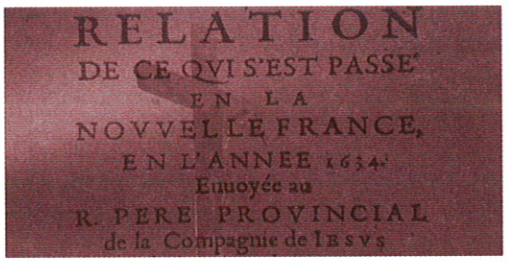
1. Describe the Jesuits' first observations of the customs of the Huron.
2. Explain why the Iroquois declared war against the Huron in 1640, and how they managed to annihilate that nation.
3. Should the Jesuits be perceived as heroes or villians? Explain.

Activities

1 The Story of Your Life

Assessment Opportunity
Written Presentation, Assessment Download Sheet 5

We know the story of the first Jesuits in Canada because they were methodical in keeping their journals. Have students keep a detailed journal of their thoughts and activities during the course of a week. Students should record the events of the day; include detailed descriptions of the area where they live, and a map of that area (route to school, school grounds, and so on); any expenses incurred; conflicts that arose; and any personal observations and questions.



Jesuit Journal

2 Native Necklaces

Materials
- straws
- scissors
- needle and thread
- paint
- index cards

When the Jesuits settled among Native groups, they took many notes on their gestures and habits. Among others things, the Jesuits recorded the way the Aboriginal people decorated their clothing with fringes, moose teeth, dyed porcupine needles, and other objects from nature. After the arrival of the French Colonists, the Aboriginals replaced their natural materials with glass beads, which they obtained by trading furs.

Have students use a variety of materials to make necklaces. Provide them with straws, scissors, a needle and thread, paint, and other materials for decorating. Have students cut the straws in varying sizes and ways to create beads. Have them paint or decorate the beads in any way they wish. Finally, have them string the beads on the thread.

Give each student 10 index cards. Have them write "beaver pelt" on each card. Encourage students to trade their pelts for necklaces. Naturally, the more elaborate the necklace, the more pelts it will be worth.

Lesson 6

A fille du roi

Episode 2: Adventurers and Mystics

> Great Expectations (hr. 2, 21:35-34:00)
> The Daughters of the King (hr. 2, 34:00-42:59)
> Birth of the *Canadiens* (hr. 2, 42:59-50:24)

Purpose

Students will demonstrate an understanding of how the early French-Canadian communities adapted to challenges of their new land; describe the relationships among the various cultural groups in North America, particularly the French and Aboriginal peoples; demonstrate an understanding of why people came to live in New France.

CAPH, Vol. One, book reference

Chapter 3: The Golden Age of New France, pages 80-86

Immigration to New France

Video Summary

In 1663, Louis XIV, the new king of France, took charge of the fate of New France by requiring administrators in the colonies to apply royal decisions rather than defend the interests of fur companies. Suddenly, New France was no longer only a commercial colony, but a place to live. These video chapters tell the story of three kinds of immigrants who established themselves in the colony of New France: the soldiers of the Carignan-Salières regiment, the *filles du roi*, and indentured servants.

Why Is This Important?

- learn what dangers threatened New France between 1645 and 1665
- learn how New France evolved from a commercial colony to one that was truly inhabited
- learn why King Louis XIV wanted to expand the population of New France

Wow! I Didn't Know That

1. In 1663, there were fewer than 3000 people living in New France. There were 16 times more marriage-aged men than women.
2. The primary causes of the 122 deaths recorded in Montreal between 1642 and 1662 were drowning, infant mortality, illness, and Iroquois attack.
3. The *filles du roi* were marriageable women sent to ensure reproduction in the colony. Most were orphans from state orphanages or women with no family support or resources.
4. The indentured servants Louis XIV sent to New France were nicknamed the "36-month men" because of the length of their colonial contracts.

Questions, Questions, Questions

Before Viewing

1. Why would Louis XIV want to send people to live in New France instead of using the land only for its resources?
2. What hardships might new colonists face?

During Viewing

1. What were King Louis XIV's ambitions?
2. Who came to New France to fight the Iroquois?
3. What was the result of governor Daniel de Rèmy de Courcelle's first expedition with the soldiers?
4. Louis XIV wanted to make colonists of his soldiers in New France. What did he offer officers and soldiers so they would stay in New France?
5. What were Jean Talon's responsibilities in New France?
6. What advice did Pierre Boucher give recent immigrants to New France?
7. Most of the men who came to the colony of New France were indentured. Who paid their passage to New France?

After Viewing

1. Why would the soldiers of the Carignan-Salières regiment come to North America rather than stay in Europe?
2. How did French colonists respond to the immigration wave?
3. Why would we call 1672 a dark year?

Activities

1 The Birth of New France

Materials
- Download Sheet 3

All volunteer companions and others of marriageable age are enjoined to marry two weeks after the arrival of the ships bearing the filles *or else be deprived of all liberty to hunt, fish and trade with the Indians.*
— By Order of Jean Talon, October, 1671

[I]n compensation for a multiplicity of children and for bringing them into marriage, His Majesty . . . hereby orders that, in future, all inhabitants of the country who have up to 10 living children . . . will be paid . . . a pension of 300 livres each, and those with 12, 400 livres . . . .

Moreover, His Majesty desires that . . . all boys who marry at 20 years and under, and girls at 16 and under, be paid 20 livres for each to celebrate their nuptials, which payment shall be called "the king's present."
— Declaration of the King's State Council, 1670

The girls sent last year are married and almost all are pregnant or have had children, marking the fecundity of this country.
— Letter from Jean Talon to the French court, 1670

Assessment Opportunity
Debate Sheet, Assessment Download Sheet 1

Present the above three texts (Download Sheet 3) to the students. Have them list three measures taken by French authorities to foster births in New France, give their opinion on the effectiveness of these measures, and write a text of about 20 lines about birth rates in New France.

Extend this activity by challenging students to debate the resolution: Be it resolved that the government of New France was right to encourage marriage and childbirth through its policies.

2 Graphing Birth Rates

Have students research current birth rates for various regions of the country. (They may wish to do online research at www.statcan.ca, and you can also refer to the Population of New France chart on page 87.) Challenge them to create a graph to compare birth rates, focusing particularly on how birth rates in their area of the country compare with other areas. Ask:

- Why do you think different regions have different birth rates?

Students might also be interested in comparing Canada's birth rate with the birth rates of other countries.

Extension Activity
Have students imagine they are the King of France. Have them write what they think are the best solutions to augment the population of New France. As a group, choose the most relevant texts and act as town crier, announcing the King's recommendations.

Lesson 7

de La Salle

Episode 3: Claiming the Wilderness

> Episode Beginning (4:17-12:40)
> The First Colonial War (12:40-21:29)
> The Great Peace (21:29-27:12)

Purpose

Students will describe the origins and development of French settlement in North America; demonstrate an understanding of economic, political, and social life in New France; demonstrate an understanding of the rivalries between the French and English in North America and Europe.

CAPH, Vol. One, book reference

Chapter 3: The Golden Age of New France, pages 76-81

Expansion to the Gulf of Mexico

Video Summary

Encouraged by the search for furs of higher quality, the traders and adventurers of New France continued their exploration of the Canadian interior toward the west and the south. These video chapters trace the history of Louis Buade, Comte de Frontenac, governor of the colony, and his associate, René-Robert Cavelier de La Salle who, despite the orders from King Louis XIV prohibiting the expansion of the colony's frontiers, established trading posts right to the Gulf of Mexico.

Why Is This Important?

- learn what drove the traders and adventurers to explore the interior of Canada
- learn the consequences of the "firewater" trade with the Huron and the Iroquois
- discover the important stages that brought the Iroquois and Huron nations to peace

Wow! I Didn't Know That

1. The canoe was the principal means of transportation during the age of explorers, since lakes and rivers were really the only roads.
2. The independent fur traders were known as *coureurs de bois*.
3. The *canot du maître*, or Montreal canoe, was one of the largest canoes to navigate the inland waters of New France. It could transport a crew of between six and 11.
4. René-Robert Cavelier de La Salle was so intent on finding a route to Asia across the North American continent that he named his *seigneurie,* the piece of farmland that he owned, Lachine.

Questions, Questions, Questions

Before Viewing

1. Who was Louis Buade, Comte de Frontenac?
2. What are the consequences of over-consumption of alcohol?
3. If you were the King of France and had 10 000 colonists, would you prefer to have a very large territory or a small territory? Why?
4. What does the word *peace* mean to you?

During Viewing

1. How did the borders of New France change in the 20 years that Frontenac and de La Salle explored the interior of the continent?
2. Why did Colbert, minister of the Marine, worry about exploring the continent in the name of New France?
3. Who was against selling alcohol to Aboriginals? Explain why.
4. Who was in favour of selling alcohol to Aboriginals? Explain why.
5. At the end of the 17th century, who was the instigator for peace in New France?

After Viewing

1. Describe the life of René-Robert Cavelier de La Salle: his arrival, his ascension, and his demise.
2. Do you think that the King of France was fully informed about what went on in New France? Explain your answer.
3. Do you believe that there could be enduring peace in the era of New France? Explain your answer.
4. Describe the life of Kondiaronk and describe how his peers and the French perceived him.

Activities

1 A *Coureur de Bois* Journey

Assessment Opportunity
Written Presentation, Assessment Download Sheet 5

Pose the following situation to students:

You are a *coureur de bois* setting out in search of new areas to explore. Make a list of all the supplies you will need to take with you, as well as the supplies you will need to make your canoe. Keep a journal of your imaginary journey, including sketches of what you see, a map of the route you will take, descriptions of the people and places you encounter. What obstacles do you face? What Aboriginal peoples do you meet? What are your encounters like? Do you find fertile territory?

2 In the Name of Peace

Create a ceremony like the ones celebrated at the gatherings of the great Aboriginal chiefs.

Have students list, on paper, five important reasons for making peace within a group. Then challenge them to describe five ways of maintaining peace and making it endure.

Have students sit in a circle and read their papers out loud, then place their sheets in the middle of the circle.

When all the students have read their papers, have them sign a pact in the classroom to ensure that all the students respect their vows of peace.

3 Map It!

Materials
- Download Sheet 4

Have students find the following places on a map of North America:

- Mississippi
- Lake Huron
- Lake Erie
- Niagara Falls
- Texas
- Quebec
- Gulf of Mexico
- Hudson Bay

Provide students with a map of North America in the 17th century (Download Sheet 4) and challenge them to find the same places on the earlier map. Ask:

- How can you find each place on the older map?
- What differences do you see between the two maps?

Lesson 8

Expulsion of Acadians

Episode 3: Claiming the Wilderness

> 1749 Was a Very Good Year (27:12-35:50)
> The Oath (35:50-40:18)
> The Great Dispersal (40:18-48:27)

Purpose

Students will demonstrate an understanding of how the early French-Canadian communities adapted to the challenges of their new land; describe the effects of the expulsion of the Acadians on the Acadians themselves, and on French-English relations.

CAPH, Vol. One, book reference

Chapter 3: The Golden Age of New France, pages 103-106

The Expulsion of the Acadians

Video Summary

In 1749, New France was at peace and had a population 50 000. *Habitants* farmed the *seigneuries* along the St. Lawrence; and grand balls were held by the new aristocracy in the colony. But in Acadia, 2000 peaceable French farmers lived on the fault line where New France and New England met. Acadia had been handed back and forth between France and England at least six times. Its next handover would make scapegoats of these loyal farmers and their descendants. In 1755, the Acadians were expelled from their land and forced to leave Canada.

Why Is This Important?

- view a slice of life of *habitants*, *seigneurs*, artisans and city dwellers of 18th century Canada
- learn about the terrible tragedy of the expulsion of the Acadians, against their will, from New France

Wow! I Didn't Know That

1. Cape Breton Island used to be known as Île Royale.
2. The first postal service between Quebec and Montreal was inaugurated in 1721.
3. Quebec was the most important city in New France. Under siege three times during the French regime, it owed its protection to its natural location; the surrounding rampart was only built in 1740.
4. The idea of deporting groups of people was not unique to the English. In 1689, in his drive to conquer the port of New York, Louis XIV ordered the deportation of all the Protestants living on French territory.

Questions, Questions, Questions

Before Viewing

1. What does it mean to swear allegiance to a monarch such as a king or queen? Should we swear allegiance to the Queen? Why or why not?
2. Is the idea of fidelity still respected in today's society? Explain your answer.
3. Why do people choose to be loyal?

During Viewing

1. What was Pehr Kalm's view of the *habitants*?
2. What was Charlevoix's view?
3. What was upper-class life like in New France in the mid-1700s?
4. Who were the Acadians?
5. How did Richard Philipps convince the Acadians to sign an oath to England?
6. In 1749, what did Charles Lawrence ask the Acadians to do?
7. Describe how the expulsion of the Acadians proceeded.
8. Where did the Acadians go when they were deported?

After Viewing

1. Describe how the *habitants* lived in Canada.
2. From what things did the *habitants* have to protect themselves? How did they do it? From what things do we have to protect ourselves today? How do we do it?
3. How do you feel about the way the Acadians were treated from 1713 to 1755? Do you think they were treated fairly? Why?

Activities

1 Building a Fort

Assessment Opportunity
Group Presentation, Assessment Download Sheet 2

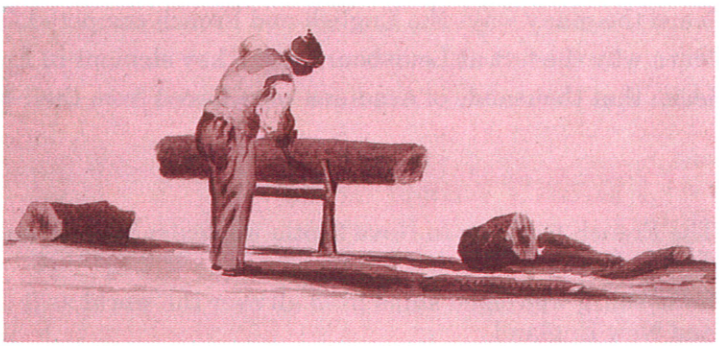
A fort is sometimes used to protect against enemy invasion. Together, discuss the necessary features of a fort. Divide students into groups of three and challenge each group to make the most effective, tabletop-sized fort it can. Students may use any materials easily available in the classroom (building materials, modelling clay, found materials, and so on). Forts should have walls and guard towers, and may include figurines.

Have students present their forts, describing location and any special details, and explaining why they think the fort is effective.

2 The Trade Game

Materials
- Download Sheet 5

A wide variety of trades were practised in 18th century New France. Provide students with Download Sheet 5 and have them match the name of the trade to its definition. Encourage them to use the dictionary.



Black Loyalist Woodcutter

3 A Day in the Life

Assessment Opportunity
Written Presentation, Assessment Download Sheet 5

Provide students with research materials, including this episode of *Canada: A People's History*, and have them write a paper comparing the lifestyle of the *habitants* in Canada in the 18th century to Canadians today. They may wish to research such areas as the role of women, laws and government, the army, common objects, trades, and so on.

Extension Activity
Students can research and examine the influence of Acadian culture in present-day Louisiana, or another area to which the Acadians fled.

Lesson 9

Before the Battle of the Plains of Abraham

Benjamin Franklin

Episode 4: Battle for a Continent

> Episode Beginning (4:05-9:23)
> The Governor and the General (9:23-14:39)
> A Deterring and Dreadful Vengeance (14:39-21:36)

Purpose

Students will demonstrate an understanding of the interactions and rivalries between the French and the English in North America; describe the major causes, results, and personalities of the Seven Years' War in North America; describe the effects of the expulsion of the Acadians on the Acadians themselves, and on French-English relations.

CAPH, Vol. One, book reference

Chapter 4: Battle for a Continent, pages 108-115

Video Summary

These video chapters look at the events leading up to the Battle of the Plains of Abraham. The mood of the British colonists spurred on by Benjamin Franklin's press, Montcalm's arrival, and the ensuing battles between Wolfe and the French all set the stage for this notable battle on an abandoned farmer's field outside the walls of present-day Quebec City.

Why Is This Important?

- learn the many ways the English and French competed for North America
- learn why the fort at Louisbourg was a key element in English-French tensions
- learn that thousands of Acadians were forced from their homes in 1755

Wow! I Didn't Know That

1. The French territory in Nova Scotia was extremely valuable because of its fertile fishing banks.
2. Louisbourg welcomed ships from all over the world as it traded fish with Europe and New England.
3. Almost all goods used in Louisbourg had to be imported. The growing season was short, and there was a law that prohibited the production of goods in the colonies.

Questions, Questions, Questions

Before Viewing

1. Why would fish have been an important commodity in Europe in the mid-1700s?
2. Do you eat fish? Where does it come from?
3. What is an alliance?
4. Who were the Acadians?

During Viewing

1. Why did Benjamin Franklin want to conquer New France?
2. How did the Aboriginal people feel about Britain's desire to expand?
3. What happened to the Acadians in Nova Scotia? Where did they go? What are their descendants called?
4. Why did Louisbourg have to be destroyed?
5. Why was the defence of Louisbourg ultimately hopeless?
6. What was Wolfe's reputation after Louisbourg?

After Viewing

1. Montcalm and Wolfe were both sent to New France by their kings to fight for North America. What did you learn about each of these men?
2. Do you think it was reasonable for the British to send the Acadians into exile? Were they a threat to the British colonies?
3. Why do you think Marie Anne de Drucour, the governor's wife, became a hero?

Activities

Assessment Opportunity
Reflecting on What You Have Seen, Assessment Download Sheet 4

1 Wolfe vs. Montcalm

As a class, create a chart comparing Wolfe and Montcalm. Invite students to add to the chart as they learn about the Plains of Abraham. The chart should include at least the headings shown below. When the chart is completed, ask:

- How are Wolfe and Montcalm different? Similar?
- What is your opinion of each man?

Wolfe and Montcalm

	Wolfe	Montcalm
Personal Information		
Specific Accomplishments		
Results of Accomplishments		

2 The Latest Bulletin

Invite students to take the role of radio announcer, delivering the news that the Acadians have been expelled from Nova Scotia. Divide the class in half and have one half take the Acadian viewpoint and the other take the British viewpoint. Have students write the news bulletin they would share, then deliver it aloud to the class. Consider audiotaping the broadcasts as well.

3 The Fort at Louisbourg

Have students research the fort at Louisbourg to learn what life was like before the British conquered it. The Web site http://fortress.uccb.ns.ca/search/School.html offers an in-depth look at the fortress and seaport of Louisbourg, including detailed descriptions of all aspects of life in 1745 (food, clothing, daily activities, schooling, trades) and some digital images of re-enactment projects.

Louisbourg

Lesson 10

James Wolfe

Episode 4: Battle for a Continent

> Plains of Abraham (Pt. A: 42:49-53:47 and Pt. B: hr. 2, 00:00-12:09)

Purpose

Students will describe the relationships among the various cultural groups in North America; describe the major causes, results, and personalities of the Seven Years' War in North America; explain the impact of the Battle of the Plains of Abraham.

CAPH, Vol. One, book reference

Chapter 4: Battle for a Continent, pages 114-131

The Battle of the Plains of Abraham

Video Summary

In 1759 British forces, led by James Wolfe, arrived at the French citadel of Quebec. Despite a devastating siege and bombardment, the fortified city resisted a takeover. Wolfe, a man of daring reputation, gambled. He scaled a bluff and lured the French into a battle on a farmer's abandoned field. The Battle of the Plains of Abraham, just one and a half kilometres outside the city walls, sealed the fate of the French colonists, placing them under British rule.

Why Is This Important?

- examine one of the major battles between the English and French in North America
- see how European events were played out on North American soil
- learn how New France became an English colony

Wow! I Didn't Know That

1. Louis XIV ordered the colony of New France to organize its own militia made up of all fit men between the ages of 16 and 60. The militia had to supply its own weapons, clothing, and food, and was organized by the parish priest.
2. The militia was usually joined in battle by Aboriginal fighters and used guerilla warfare.
3. The Battle of the Plains of Abraham lasted no more than half an hour.
4. General Wolfe left London to conquer New France with one-quarter of the British navy, 15 000 soldiers, 2000 canons, 40 000 cannonballs, as well as surgeons, ministers, prostitutes, children, and livestock. His fleet stretched for 160 kilometres and had a population larger than that of Quebec.
5. The French author Voltaire asked whether it was "worth fighting over a few acres of snow."

Questions, Questions, Questions

Before Viewing

1. What image is on all of our coins? Why? What languages appear on our money? Why?
2. Why does Canada have a Queen?
3. Is Canada more English than French? Why?
4. Why did the French call their colony in North America New France?

During Viewing

1. Why was Wolfe's invasion so risky?
2. Who did the British first encounter in battle? How did these men fight differently from ordinary soldiers?
3. What mistakes did the French make early in the battle?
4. What military strategies used by the British gave them an advantage?
5. How did the *Canadien* militia and the Aboriginal marksmen play an important role in this battle?
6. What was the fate of General Montcalm? Wolfe?

After Viewing

1. In your opinion, why was Wolfe's choice of a farmer's field a good one for the site of a battle?
2. In your opinion, what could Montcalm have done differently?
3. In your opinion, why did the British win the battle?

Activities

1 Live From the Plains of Abraham

Have students prepare a report live from the Plains of Abraham. As a class, summarize the highlights of the battle, information about the personalities involved, and feelings that various people might be having after the battle.

Assessment Opportunity
Group Presentation, Assessment Download Sheet 2

Invite students to choose one of the following to interview:

New France Report:	British Report:
Montcalm on his deathbed	Wolfe on his deathbed
Marie de la Visitation (hospital director)	A British official in London
General de Bougainville	A British soldier
A defeated French soldier	A British merchant in New York City
A *Canadien* militiaman	A Hudson's Bay Company official in London
An Aboriginal marksman	
The Bishop of Quebec	
A *Canadien* innkeeper	
An *habitante* near Montreal	
A French government official in Paris	
A *seigneur* from Trois-Rivières	

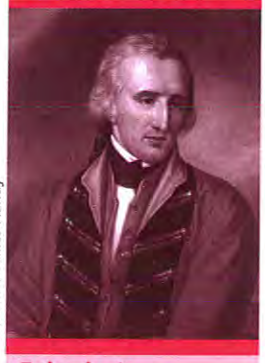
Have students write at least five questions they would like to ask their interviewee. Questions should incorporate historical data, opinions, feelings, concerns, and fears. Have students work in partners, taking turns asking their questions and responding to them in role. When students are comfortable with their interviews, they can write a final script (two scripts per pair) to be submitted after their presentation. Invite students to present their interviews to the class, using costumes or props if they wish.

2 A Quebec City Newspaper

Have students create a Quebec City newspaper days after the Battle of the Plains of Abraham. Students can interview eyewitnesses and key players in the event. The newspaper should include headline stories, editorials, a sports column, advertisements, comics, health tips, fashion page, and a religious advice column.

Lesson 11

The Quebec Act



Governor James Murray

Episode 4: Battle for a Continent

> The World Turned Upside Down (hr. 2, 34:41-44:34)

> The Quebec Act (hr. 2, 44:34-50:29)

Purpose

Students will describe the relationships among the various cultural groups in North America; describe the impact of the Treaty of Paris and the Quebec Act from both the English and French points of view.

CAPH, Vol. One, book reference

Chapter 4: Battle for a Continent, pages 139-142

Video Summary

These video chapters chronicle the aftermath of the Seven Years' War and its impact on the 70 000 French colonists now subject to British rule. In the dozen years that followed, the British granted a series of crucial accommodations that guaranteed that the *Canadiens* would retain their identity while they attempted to come to terms with the conquest. Ironically, as Britain's American colonies moved toward open rebellion, the "new subjects" began to appear as Britain's best hope for maintaining a presence in the New World.

Why Is This Important?

- learn why the French and English were hostile toward one another after the conquest
- realize that not all British people wanted French Canadians to assimilate
- learn why American colonists resented French Canadians and the British government
- find out why the Quebec Act angered the Americans and why it was a factor in the American Revolution

Wow! I Didn't Know That

1. Quebec is one of the oldest permanently inhabited settlement in North America.
2. After the conquest many British politicians wanted to give New France back to France as part of the peace treaty. They were more interested in keeping the island of Guadeloupe, which they had also won as part of the conquest. Its exported sugar made more money for England than the fur trade in North America.
3. At the peace talks after the conquest, France was more interested in negotiating fishing rights and holding on to the islands of St. Pierre and Miquelon than negotiating the return of New France.
4. British soldiers used to march to a popular song called "The World Turned Upside Down."

Questions, Questions, Questions

Before Viewing

1. What does it mean when a country is conquered? What could be some of the consequences?
2. If you were a conqueror, how would you treat your new subjects?
3. In your opinion, who in Canada could be considered to be conquered? Explain.

During Viewing

1. What did Benjamin Franklin predict for the French Canadians? Was he accurate?
2. What was Governor Murray's opinion of the French Canadians?
3. What problems did Murray face with the small population of English merchants?
4. Give examples of discrimination against the *Canadiens*.
5. Who was Guy Carleton? Why was he chosen as Governor James Murray's replacement?
6. What did the Quebec Act give to the *Canadiens*?
7. How did the Americans feel about the Quebec Act?

After Viewing

1. Do you think France abandoned Canada after the Seven Years' War? Explain your answer.
2. Do you think the Quebec Act was a good idea? Justify your answer.
3. In your opinion, were Murray and Carleton good governors? Explain.

Activities

1 The King Has Spoken

Assessment Opportunity
Oral Presentation, Assessment Download Sheet 3

Have students role-play a petition to the British king following the conquest of Quebec as he attempts to decide what to do with the French colony in North America. You can assume the role of king, while students role-play these characters:

- Governor Guy Carleton
- François Baby, Quebec merchant
- Bishop of Quebec
- A French *seigneur*
- Two *habitants* (husband and wife)
- An Aboriginal person (e.g. Pontiac)
- A French trapper
- A British merchant from Quebec (e.g. Thomas Walker)
- Benjamin Franklin
- English Protestants moving to Quebec

Have each character make a presentation outlining what he or she believes should happen to Quebec. The king, with the aid of his advisors, will then draw up an Act outlining the new borders of the province, the structure of the new government, the rights of the new subjects, and new rules governing fur trade and commerce.

2 Changing Boundaries

Materials
- Download Sheet 6
- Download Sheet 7

Provide students with two maps of British North America—one of New France after the Royal Proclamation of 1763 and one of Quebec after the Quebec Act (Download Sheet 6 and Download Sheet 7). Have students examine the maps and explain the boundary changes between 1763 and 1774. In organizer form, have students determine the advantages and disadvantages of the two Acts for the following groups:

- *Canadiens*
- Aboriginal peoples
- Fur traders
- American colonists
- English merchants in Quebec
- British government
- Roman Catholic Church

3 Dear Diary

Assessment Opportunity
Written Presentation, Assessment Download Sheet 5

Have students select one of the characters from Activity 2 and write a one-page journal entry outlining their reactions to the Quebec Act (feelings, concerns, opinions, fears, what pleased and displeased them).

Lesson 12

Col. Benedict Arnold

Episode 5: A Question of Loyalties
> Episode Beginning (2:40-11:02)
> Invasion (11:02-19:10)
> The Siege (19:10-24:10)

Purpose
Students will demonstrate an understanding of the nature of change and conflict, and identify types of conflict; demonstrate an awareness of the major sources of conflict and describe the roles of key personalities.

CAPH, Vol. One, book reference
Chapter 5: A Question of Loyalties, pages 144-152

Conflict in Quebec, 1775

Video Summary

In 1775, the Americans were convinced that they needed to possess all of Canada, or risk having Britain use it as a springboard for invading the 13 colonies. Unrest began in Canada, as propaganda spread and some *Canadiens* began hoping for an American victory instead of British military rule. Two American armies made their way toward Canada. They captured Montreal but were defeated soundly at Quebec, and Britain held on to its precious colony.

Why Is This Important?

- learn about the network of spies and propagandists that existed in the years following the Quebec Act
- learn how British Canada gained its first military victory over American rebels at Quebec City

Wow! I Didn't Know That

1. One-third of people in the American colonies at the time of the American Revolution were still loyal to Britain.
2. The *habitants* of Canada had no elected assembly. A British governor was appointed and he chose his own council. The *seigneurs* and the Catholic clergy kept their traditional controls over the lives of the farmers.

Questions, Questions, Questions

Before Viewing

1. What is propaganda? Look up a dictionary definition. Who would create propaganda? What is the difference between propaganda and truth?
2. What does it mean to be liberated?
3. Why do you think some *Canadiens* would want to join the American rebels?
4. Should Canada become part of the United States? Explain.

During Viewing

1. Why have the French and English been living relatively peacefully since the British conquest of Quebec?
2. Who was the American rebel commander? Why was he intent on seizing Quebec immediately?
3. What had happened to Benedict Arnold's army before it even reached Quebec?
4. In Montreal the Americans began behaving like an army of occupation. What kinds of things did they do? How did this make the *Canadiens* feel?

After Viewing

1. *Canadiens* were described as having divided loyalties: those who would join the Revolution, those who would fight against it, and those that would neither fight nor resist. Why did each group feel as it did?
2. Thomas Walker was a spy for Benedict Arnold. What happens to spies found in Canada today? What might happen to Canadian spies found in another country?
3. How did weather conditions help the *Canadiens* during the siege of Quebec?

Activities

1 Divided Loyalties

Challenge students to think of a time when they have had "divided loyalties." Ask:

- Are there times when you don't care which side in a conflict wins?
- Do you sometimes agree with both sides?

Have students choose a time when they have agreed to go along with a decision made by their peers even though they may not have agreed. Have them write about the situation in their journal, explaining why they acted as they did, and how the situation turned out.

American Militiamen

2 Join the Revolution

Divide the class into pairs. Have each pair improvise the discussion that might have taken place between a farmer and Thomas Walker while he is supposedly selling wheat. (Walker is circulating copies of a proclamation from the American rebels inviting Quebec to join the Revolution.) Have students suggest why the farmer would listen to Walker, or what objections he might have.

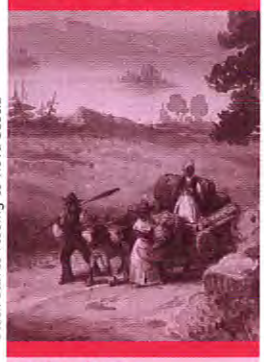
3 Creating Propoganda

Assessment Opportunity
Debate Sheet, Assessment Download Sheet 1

Challenge students to explore the power of words and illustrations by creating their own propaganda. Divide the class into two groups. Have each group take a side, either that of the American rebels, or the *Canadiens* staying loyal to Britain. Have each group create slogans and posters to try to convince the other group of their message.

Extend the activity and have the two groups debate the resolution: Be it resolved that all people of British North America should stay loyal to Britain.

Lesson 13



Black Slaves Fleeing to Nova Scotia

Episode 5: A Question of Loyalties
> Exile (37:15-41:39)
> Nova Scotia (41:39-48:00)

Purpose
Students will describe the origin and development of English settlement in Canada in the late 18th century; describe the different groups of people who took part in the Loyalists' migration and identify their areas of settlement.

CAPH, Vol. One, book reference
Chapter 5: A Question of Loyalties, pages 153-162

United Empire Loyalists

Video summary

In 1775, 13 of Britain's North American colonies revolted against the motherland in the hopes of severing their ties. The population of these colonies was seriously divided, and many people, who became known as Loyalists, sided with Britain. As a result, they were driven from their homes and eventually became refugees, with some fleeing to the province of Quebec, but most opting for the province of Nova Scotia. With them came many fugitive slaves who hoped to build a life of freedom and prosperity on promises they received from the British.

Why Is This Important?

- learn how Canada has often been a safe haven for refugees
- recognize that Canada has always been a place made up of different groups of people
- understand that Canada's population has always been affected by immigration

Wow! I Didn't Know That

1. American colonists formed a militia called the "minutemen," who were ready to fight on a moment's notice.
2. About 100 000 American colonists, nearly one-third of the population of the 13 American colonies, fled. About 40 000 of them emigrated to Canada.
3. So many Loyalist refugees fled to Nova Scotia that it was split up into two colonies, creating the colony of New Brunswick in 1784.
4. Loyalists in the 13 American colonies were often tied up, whipped, tarred and feathered, thrown into dungeons and prisons, and treated as traitors by the American colonists.
5. Blacks migrated to Canada because the British army promised them their freedom. Black Loyalists were called Black Pioneers and most had been slaves in the 13 colonies. Many were hunted down by their masters.

Questions, Questions, Questions

Before Viewing

1. What does it mean to be a loyal friend? What qualities would a loyal friend have?
2. What does it mean to be loyal to your country?
3. What qualities would a loyal citizen possess? How would a loyal citizen act?
4. What do you think an act of disloyalty to your country would be? What do you think the punishment should be? Why?

During Viewing

1. What did the British offer to runaway American slaves?
2. Why would an American like Stephen Jarvis abandon his property in Connecticut?
3. Aside from Canada, where did the Loyalists flee?
4. Name the new Loyalist settlements.
5. What is the name of the largest free black settlement of Loyalists?
6. What promise did the British break to the Black Loyalists? What was their fate?

After Viewing

1. Define *Loyalist*.
2. Why do you think some colonists would remain loyal to the King of England?
3. Could the Loyalists be considered heroes? Why?
4. Why do you think some black Loyalists chose to stay in Nova Scotia in spite of their disappointment?

Activities

Assessment Opportunity
Reflecting on What You Have Seen, Assessment Download Sheet 4

1 Let's Think about This . . .

Pose the following situations to the students and invite them to discuss their responses.

a If you were forced to leave your home as a result of war and had only a few hours to gather your things, what would you take? Why?

b What were stripes, and tarring and feathering? Why would revolutionaries insist on these forms of punishment? Why are these punishments no longer used today?

Assessment Opportunity
Written Presentation, Assessment Download Sheet 5

2 Dear Diary

Have students assume the role of a black Loyalist. Have them write a series of diary entries tracing their life's journey from slavery in the American South, to the refugee camp in New York City, to their eventual arrival and settlement in Nova Scotia. They can discuss their fears, hopes, adventures, and opinions as they make their way to a new life.

3 They Love Me, They Love Me Not

Have students develop an organizer to compare and contrast the attitudes of Loyalists and Revolutionaries. Students might consider such categories as opinions toward the British government, opinions toward taxation, and the Quebec Act.

Extension Activity
Have students research one of the following:

a. the story of Birch Town, a black Loyalist settlement
b. the story of the Mennonites and Amish of Waterloo and the reasons for their loyalism
c. the Mohawks and Chief Joseph Brant
d. Colonel Talbot and the Talbot settlement (Ontario)
e. Governor John Graves Simcoe

Lesson 14

Sir Isaac Brock and Tecumseh

Tecumseh

Episode 5: A Question of Loyalties

> The Detroit Bluff (hr. 2, 12:58-19:24)
> Queenston Heights (hr. 2, 19:24-26:27)
> Tecumseh's Last Stand (hr. 2, 19:24-34:51)

Purpose

Students will demonstrate an understanding of the significance of the War of 1812 for Canadian-American relations; describe the major causes and personalities of the War of 1812; describe the impact of the War of 1812 on the development of Canada.

CAPH, Vol. One, book reference

Chapter 5: A Question of Loyalties, pages 164-172

Video Summary

These video chapters look at one of the most dramatic episodes in Canadian history. Facing imminent invasion from American forces first at Detroit and later on the Niagara, two Canadian heroes, Sir Isaac Brock and Shawnee Chief Tecumseh, showed great personal courage and made great sacrifices. As a result of their leadership, the conflict became a stalemate, setting down boundaries that would help to confirm the existence of a separate British North America over half of the continent.

Why Is This Important?

- learn about the only time Canada and the United States waged war against each other
- learn when the French, English, and Aboriginals fought together against a common enemy
- learn about the men and women who defended their homesteads against an American invasion and how Canada's existence depended on them

Wow! I Didn't Know That

1. British regulars fighting in Canada signed into the army for an average of 21 years to escape their debts. It was the cheapest way to see the world.
2. Tecumseh was considered the greatest speaker in the Americas. He could hold a crowd spellbound for hours. He never learned to speak English.
3. Tecumseh was made an honorary general in the British army.
4. The Shawnee natives placed a curse on "chief" Harrison and his successors. Mysteriously, Harrison, at the peak of his career, fell ill the day he became President of the United States. He died after just 30 days as President—the shortest term of any American chief executive. Like Harrison in 1840, every president after him elected in a year ending with "0" died in office (Lincoln-1860, Garfield-1880, McKinley-1900, Harding-1920, FDR-1940, Kennedy-1960). Ronald Reagan, elected in 1980, survived a near-fatal assassination, and a bout with cancer.

Questions, Questions, Questions

Before Viewing

1. What is a hero? List some heroes.
2. What qualities do you think a hero should have?
3. Is it still important for people to have heroes? Why or why not?

During Viewing

1. Where was the greatest threat to Upper Canada? Who had more troops, the Americans or the British under General Brock?
2. What advantages did Brock and Tecumseh have over the Americans?
3. What was so peculiar about the American surrender of Detroit?
4. Why was the fall of Detroit so important for the British?
5. Why did the Americans attack at Niagara (Queenston Heights)?
6. What was Brock's lasting contribution to Canada?
7. Describe Tecumseh's vision for the Aboriginal people. What was his fear?

After Viewing

1. What is a bluff? What was Brock's bluff at Detroit?
2. Why do you think the Aboriginals fought more aggressively than the British forces at Moraviantown?
3. For Canada, the War of 1812 is often told as a story between heroes and cowards. In your opinion, who could be considered a coward? Why? Who could be considered a hero? Explain.
4. Compare a modern-day hero to one of the heroes in the video.
5. The story of Canada's heroes has largely been forgotten. Why do you think this is so?

Activities

1 The Fort Is Under Attack

Materials
- Download Sheet 8

Have students examine the map of the War of 1812 (Download Sheet 8) and ask the following questions:

a What do all of the forts have in common? (All are near water.)

b Why is their geographic location important?

c Where did most of the fighting take place? Why?

d Examine the dates of the battles. During which seasons do most of the battles occur? Explain why so few battles occur in the spring. (Rainy season, muddy roads slow transportation, wet weather prevents guns from firing)

e How would your battle plan have been different if you were in charge?

2 Did We Make the Right Choice?

Have students write a reflection paper. Pose the following:

Assessment Opportunity
Written Presentation, Assessment Download Sheet 5

American General William Hull made this offer to residents on the Canadian side of the Detroit river: "The United States offers you peace, liberty and security." In your opinion, would Canada have been worse off or better off accepting the offer to join the United States? Justify your response.

3 Innocent Until Proven Guilty

Set up a trial in the classroom. Have Colonel Henry Proctor stand before a military court martial for cowardice and willful neglect of duty. Have students examine Proctor's leadership of the Detroit-Amherstburg corridor after the departure of General Brock.

Some possible witnesses might be:

- General William Henry Harrison
- An American soldier or scout
- A Shawnee warrior under Tecumseh
- An eyewitness of the Battle of the Thames at Moraviantown
- General Proctor
- A British foot soldier

Following the trial, have students write a newspaper editorial: Is it fair to claim that Henry Proctor was a coward for abandoning Fort Detroit and losing the Battle of the Thames? What should be the appropriate punishment if he is guilty? (Common punishments included execution, dishonourable discharge, and branding for deserters. In British military tradition, any soldier found to have deserted the battlefield or their company was branded [like a cow] under the armpit. British men had to remove their shirt when applying for jobs at home, to ensure the new employee was not a deserter. Most deserters lived a life of poverty and shame.)

Lesson 15

The Fur Trade in Canada

Coureurs de bois

Episode 6: The Pathfinders
> Episode Beginning (4:22-11:11)

Purpose
Students will identify early explorers who established settlements in Canada and explain the reasons for their exploration; demonstrate an understanding of the interactions between the French and the English in North America, and between the French and Aboriginals; demonstrate an understanding of economic life in New France.

CAPH, Vol. One, book reference
Chapter 6: Journey to the Sea, pages 182-190

Video Summary

This video chapter highlights the beginnings of the fur trade in New France in the 1650s. It introduces viewers to the French fur traders Pierre Esprit Radisson and his brother-in-law Médard Chouart des Groseilliers, and begins to focus on the rivalries between France and England for control of the fur trade.

Why Is This Important?

- learn why the fur trade was so important for New France
- learn how the Hudson's Bay Company began
- learn how methods of fur trading changed in New France with the advent of the Hudson's Bay Company

Wow! I Didn't Know That

1. Médard Chouart des Groseilliers lived to about the age of 80. Most people at the time lived only about 55 years.
2. By 1687 the average production of beaver pelts had risen to over 59 000 kg, far more than the European market could handle. Pelts lay rotting in warehouses in New France.
3. Beaver was not the only animal trapped for its fur. Aboriginals also trapped marten, lynx, otter, muskrat, and fox.
4. The original name of the Hudson's Bay Company was "The Governor and Company of Adventurers of England Tradeing into Hudsons Bay."

Questions, Questions, Questions

Before Viewing

1. What characteristics do you think a fur trader would need to have to be successful? Why?
2. What is a free spirit? Is this a good attribute? Why? Why not?
3. What is treason?

During Viewing

1. Who were the *coureurs de bois*? What did they do?
2. What animal was trapped and sold in the fur trade? What was its French name? Why was it in such high demand?
3. Why were beaver pelts from northern rivers thicker and more lustrous?
4. How did Radisson and des Groseilliers commit treason?

After Viewing

1. Radisson was kidnapped by the Iroquois as a teenager and lived with an Aboriginal family. What skills would that experience have given him that he could use later in life? How do you think that experience might have changed his character?
2. King Charles II claimed the Hudson's Bay Company (HBC) land for Britain. Whose land was it before it was claimed this way? Was King Charles II's claim fair? Why?
3. What is a land claim? Who might have a land claim on the HBC land today?

Activities

1 Diagram of an Economy

Explain to students the economic cycle of the beaver hat: the Aboriginal trappers to the fur traders, to the fur buyers, to those who transport the furs to France, to the hat makers, to the shops, and finally to the buyers.

Ask:

- What do you think each group would buy with the money received from trading the furs?
- The Aboriginal peoples would trade or barter for goods rather than money. What would they get in return?
- What kinds of things would New France buy with the money it made from sending the furs to France? Why was the fur trade New France's most important industry in 1650?

Once the students have provided as much information as they can about this economic cycle, they can each draw a diagram showing the people involved in each step of the cycle and the items they would trade or barter at each step.

2 A Speech to the King

Assessment Opportunity
Oral Presentation, Assessment Download Sheet 3

Radisson and des Groseilliers told no one about the Cree lands they had learned about from the Aboriginals. When they could not convince the French to support their trip they went to the King of England and told him their secret. The King funded an expedition of two ships, only one of which made it through the Hudson Strait, to the Rupert River where they started to build Fort Charles.

Have students write the speech that des Groseilliers and Radisson might have made to King Charles II. Remind them that they need to be very convincing—they are Frenchmen in England working against their own country, expeditions are very expensive, and the King has no more reason to believe them than the French did.

Invite students to present their speeches to the class, and encourage the class to discuss how convincing each speech is.

3 A Fur Trader's Route

Materials
- Download Sheet 9

Provide students with a map of the Great Lakes area (Download Sheet 9). Describe the route taken by Radisson and des Groseilliers in 1659-1660—they followed the Ottawa River to Lake Nipissing, to the French River, to Georgian Bay, through Lake Huron, to Lake St. Clair and what is now Detroit, overland and across the lower part of Lake Michigan to what is now Milwaukee, along the western and northern edge of Lake Michigan, through the Straits of Mackinac to Lake Huron, the North Channel, and back to Georgian Bay.

Challenge students to map the route from your description. They can illustrate their map with scenes or dangers that the traders might encounter along the way. Students may wish to visit The Virtual Museum of New France at www.vmnf.civilization.ca/explor/explcd_e.html to compare their map to the one on the Web site.

Lesson 16

The Selkirk Settlers

Chief Peguis

Episode 6: The Pathfinders
> The Selkirk Settlers (hr. 2, 15:04-22:49)
> Seven Oaks (hr. 2, 22:49-28:49)

Purpose
Students will demonstrate an understanding of the growth and development of the West from the points of view of the Aboriginal peoples, Métis, and new immigrants; analyze and describe the conflicts and changes that occurred in the Canadian West in the 19th century; demonstrate an understanding of how diverse groups and individuals have contributed to the growth and development of the Canadian West.

CAPH, Vol. One, book reference
Chapter 6: Journey to the Sea, pages 205-212

Video Summary

These video chapters focus on changes to the western interior of Canada as the fur trade nears the end of two centuries of dominance. They tell the story of the great fur-trading empires—the Hudson's Bay Company and the North West Company—and the Aboriginals who were their indispensable allies and collaborators. They tell as well of the birth of a new people, the Métis, and trace their tangled relations with the first European agricultural settlers along the Red River.

Why Is This Important?

- learn how fur traders fought to dominate the trade routes of the West
- learn about the life of the man whose mission was to map the country and find a trade route to the Pacific
- learn how British settlers forever changed life in Canada's West

Wow! I Didn't Know That

1. Pemmican is an Aboriginal preparation of bison meat, dried, pounded, and mixed with other ingredients. It was the staple of the North-West fur traders' diet.
2. The popularity of the beaver hat in Europe gave birth to the lucrative fur trade in North America.
3. The French, under the direction of their Aboriginal guides, went searching for new furs, while the British waited for the Aboriginals to bring furs to their trading posts.
4. Two French fur traders named Pierre Esprit Radisson and Médard Chouart des Groseilliers were actually responsible for conceiving and forming the Hudson's Bay Company.
5. Along the Pacific Coast, Russians were also trading with the Aboriginals.

Questions, Questions, Questions

Before Viewing

1. What Canadian department stores do you know? Which do you think is the oldest?
2. What was the principal sales item of the Hudson's Bay Company for centuries? Why?
3. What jobs did the Aboriginal peoples do for the Hudson's Bay Company?

During Viewing

1. Why was pemmican so important to the fur trade?
2. Who was Lord Selkirk and what was his plan for Red River?
3. What did the fur traders think of Selkirk's plan? Why?
4. According to the Saulteaux chief, Peguis, who did the land belong to? What did he mean?
5. Why do you think the Scots and Irish would settle on such a barren land?
6. Who was Governor Miles MacDonnell, and why did he make the traders of the North West Company so angry?
7. How did the Métis respond to the orders of Governor MacDonnell?
8. What happened at Seven Oaks?

After Viewing

1. Why do you think Peguis was not originally upset about the prospect of white settlers?
2. Were the Métis justified in their response to Governor MacDonnell's Pemmican Proclamation? Explain.
3. Describe and comment on the British government's plan to end the feud between the two fur trading companies.

Activities

1 A Bison a Day . . .

Materials
- Download Sheet 10
- Download Sheet 11

Provide students with a diagram of the bison (Download Sheet 10). Ask:

- What parts can you identify? (teeth, skin, meat, bones)

List the parts and have students tell what each might have been used for. Explain that the Aboriginals used every part of the bison, and that many parts had more than one use. Next, provide students with Download Sheet 11, and compare the listed uses with students' own responses.

Have students imagine that they are Aboriginal or Métis. Have them list the parts of a bison they would put to use in a typical day. Ask:

- Why was it important to the Métis that the prairies be kept free of fences and farmers' fields?

2 Settling in the West

Pose the following situation to students.

You are a Scottish settler named Alexander Maclean or his wife, who has just delivered a son during your four-month voyage to Red River. You have travelled for two months across the ocean and ridden 50 days upstream from Hudson Bay to arrive in a "promised land" where life is going to be much better for you and your family. When you arrive, you find that there is nothing but an open field without shelter. You fear for the well-being of your family, you must move south for the winter to save them, and you are not welcome by the Aboriginals of the area.

Divide the class into pairs or small groups. Have each group describe and discuss how individuals would feel in this situation. Invite students to write a journal entry discussing their hardships and disappointments.

3 A Clash of Cultures

Assessment Opportunity
Debate Sheet, Assessment Download Sheet 1

Hold a class debate on the resolution "Be it resolved that MacDonnell was justified in declaring the Pemmican Proclamation." First, invite individual students to list three arguments for and three against the resolution. Divide the class into two groups and flip a coin to determine each group's position. Give each group time to discuss and refine its arguments, and write an opening statement. Have each group select a spokesperson to present the statement, and assign each group member to present one of the arguments. Remaining group members can summarize the points made by each side.

Extension Activity
Challenge students to examine events at Oka, Quebec, during the summer of 1990, the events at Burnt Church, New Brunswick, in the fall of 2000, or any other contemporary Aboriginal struggle. Ask:

- Compare the concerns and grievances of Aboriginals and white settlers at Red River, and of Aboriginals and the government at Oka or Burnt Church. In your opinion, have things improved?

Lesson 17

Panning for Gold

Episode 6: The Pathfinders
> The Gold Rush (hr. 2, 38:19-46:07)

Purpose
Students will demonstrate an understanding of the factors that led to the settlement of the Canadian West; demonstrate an understanding of how diverse groups and individuals have contributed to the growth and development of the Canadian West; demonstrate an understanding of the effect that the discovery of gold and new wheat strains had on the economy of the early Canadian West.

The Gold Rush

Video Summary

This video chapter highlights the second force that complemented the fur trade in drawing settlers to the West. With the discovery of gold on the Fraser and Cariboo rivers in the interior on the Western Cordillera, settlers and American prospectors began to stream into the Hudson's Bay Company's territory to stake their claim. The implications of this influx of settlers for the area's British sovereignty were not lost on the local population. The Empire responded with the creation of a new colony—British Columbia.

Why Is This Important?

- learn why minerals played an important role in the development and expansion of Canadian territory
- learn how the discovery of gold played an important role in the establishment of British Columbia

Wow! I Didn't Know That

1. Pyrite is a yellow mineral that looks like gold. Because it is often mistaken for gold, it is known as fool's gold.
2. Canada is the world's fourth-largest producer of gold.
3. Many Chinese men came to the mining camps to work as labourers, but were not allowed to hold permits to prospect themselves.

Questions, Questions, Questions

Before Viewing

1. Who has a precious item? Why is it precious? How many of the items are jewellery? What are they made of?
2. Why is most jewellery set in gold, platinum, or silver?
3. Other than jewellery, what is gold used for?
4. Why are platinum and gold so expensive?
5. Where does gold come from?

During Viewing

1. Where were the gold prospectors from? How many prospectors would arrive in total?
2. Who was James Douglas? What did he think of the prospectors from San Francisco?
3. What problem did Douglas face? What did he do to protect this part of the British Empire? What laws did he impose?
4. What was the name of the new colony?
5. How did Barker find gold? How successful was he?
6. How did Sam Hathaway spend his final days? Why?

After Viewing

1. How long did the Gold Rush last? What long-term changes did the Gold Rush bring to the area?
2. How do you think a group of British subjects managed to get to the west coast of Canada if British North America did not yet have trains?
3. Why do you think Sam Hathaway refused to turn back to the United States when he was broke and his partners had abandoned him?

Activities

Materials
- Download Sheet 12

1 Eureka! We've Struck Gold!

Distribute a map of the location of Canada's minerals (Download Sheet 12). Have students answer the following questions:

- In which regions of Canada would you find fossil fuels?
- What type of rocks make up these regions? (sedimentary)
- In which areas of Canada would you find metallic minerals?
- What types of rock make up these regions? (igneous and metamorphic)
- In what areas of Canada are most of our metallic minerals found?

Gather a sample of each kind of rock (igneous, sedimentary, and metamorphic). Explain that different types of minerals are found in different rock types (metallic [gold, silver] and non-metallic [potash, salt] minerals are found primarily in igneous and metamorphic rocks, fossil fuels [natural gas, coal] and structural minerals [sand, cement] are found in sedimentary rocks).

Next, have students look for metallic minerals on the map. Ask:

- In which provinces of Canada do you find gold?
- In your opinion, which province has the largest gold deposits?
- How do we extract gold today? How is this different from the method presented in the video? Which method is more economical? Why?
- What is fool's gold?

2 A Prospector's Saga

Present the following situation to students:

You are a prospector traveling to Barkerville, British Columbia. Write a few journal entries describing your travel experiences and why you left home to look for gold. Choose one of the following methods of travel:

- Train across the U.S.
- Wagon on the Oregon Trail
- Ocean steamer around South America in first class
- Ocean steamer from San Francisco in steerage
- By donkey to the B.C. interior

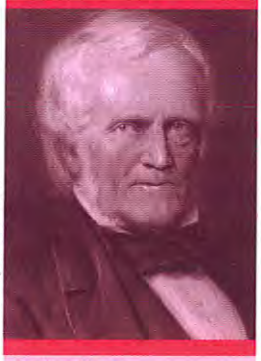
Assessment Opportunity
Written Presentation, Assessment Download Sheet 5

3 Testimony of a Dying Man

Have students imagine that they are the prospector Sam Hathaway and write what they think would have been his last three journal entries. Have them consider to whom he would write, what he would write if he knew he was near death and would never see these loved ones again, and explain why he was so determined to stay and risk death.

Extension Activity
Have students research and write a short report on the different uses of gold (economic, medicinal, decorative, religious, and so on).

Lesson 18



William Lyon Mackenzie

Episode 7: Rebellion and Reform

> The Die Is Cast (45:17-50:20)

> The Explosion (hr. 2, 00:46-10:18)

Purpose

Students will describe the causes, personalities, and results of the rebellions of 1837 in Upper and Lower Canada; evaluate the social, economic, political, and legal changes that occurred as a result of the rebellions.

CAPH, Vol. One, book reference

Chapter 7: Rebellion and Reform, pages 219-238

The Rebellions of 1837

Video Summary

In these video chapters, the decisive battles of St. Denis and Toronto, part of the rebellions of 1837-1838, are examined by the leading figures in Canadian society. Political unrest at the time was prevalent, but the fires of rebellion were quickly extinguished after the flight of Mackenzie and Papineau from Canada.

Why Is This Important?

- learn why Canadians revolted against their government in 1837
- learn what happened during the rebellions
- learn the impact the rebellions had on the Canadas

Wow! I Didn't Know That

1. The two key leaders of the rebellions, William Lyon Mackenzie and Louis-Joseph Papineau, both fled to the United States to avoid prosecution by Canadian officials. The traitors eventually received a full and public pardon, and re-entered politics.
2. Toronto was known as York until 1834. Later its nickname was Muddy York, because of the terribly muddy conditions, or Hogtown, because of the presence of so much livestock on the streets.
3. Many Americans helped the rebels by providing men, arms, and supplies.
4. Most leading reformers published newspapers.
5. The plans for the Upper Canadian rebellion were hatched in a Toronto bar called Montgomery's Tavern.

Questions, Questions, Questions

Before Viewing

1. What does it mean to rebel?
2. Give examples of rebels. What are those persons' views?

During Viewing

1. Who did the *Patriotes* threaten in Lower Canada?
2. Where were the British troops sent? Where were their strongholds?
3. What inspired the rebels to keep up the fight?
4. Who won the battle at St. Denis? What happened to Louis-Joseph Papineau?
5. Where was the rebellion decided?
6. What happened when the rebels offered to surrender? What were the consequences?
7. Why did Mackenzie decide to attack? Who were his supporters?
8. Why was Mackenzie's revolt such a failure?
9. What happened at Montgomery's Tavern?
10. Where did Mackenzie go? What happened to the other rebels?

After Viewing

1. Why do you think the rebellions were a failure? What could have been done differently?
2. Why did the rebellion leaders flee to the United States and not to another country?

Activities

Assessment Opportunity
Reflecting on What You Have Seen, Assessment Download Sheet 4

1 Extra! Extra!

Have students create a newspaper (either of the rebels or of the government) published the week after the rebellion, outlining its final day. Their paper should include information that examines the causes, the key personalities, and the major events of the rebellion.

2 Let's Get to the Bottom of This!

Set up a British Commission of Inquiry with at least five students acting as commissioners. The role of the Commission will be to determine the reasons for the rebellion and to recommend solutions for the colonies of Upper and Lower Canada. The remaining students can choose from among the following witnesses to role-play:

- A Montreal merchant
- An *habitant* whose farm is destroyed
- A Catholic priest
- Louis-Joseph Papineau
- A French-Canadian rebel
- Bishop of Montreal
- A loyal *seigneur* of the Château Clique
- A British military officer
- An Upper Canadian rebel
- An Upper Canadian loyalist militiaman
- An American sympathizer
- An Upper Canadian farm wife
- William Lyon Mackenzie, reform politician
- A loyal merchant of the Family Compact

Have all witnesses deliver their statements, then have the commission determine solutions to the following issues:

- What should be done with the French Canadians of Lower Canada?
- What changes, if any, should be made to the way that the government runs?
- Who should be held responsible for the trouble?
- What punishments, if any, should be handed down, and to whom?

Assessment Opportunity
Written Presentation, Assessment Download Sheet 5

3 Hero, Traitor, or Coward?

Have students write their answer to the questions: Was Papineau a hero, a traitor, or a coward? Was Mackenzie a hero, a traitor, or a coward? Essays should have an introductory paragraph to state the student's view of each man; a three-paragraph body to support his or her view; and a concluding paragraph restating his or her view and summarizing the evidence presented.

Lesson 19

Louis-Hippolyte Lafontaine

Episode 7: Rebellion and Reform

> The Union of the Canadas (hr. 2, 26:44-38:51)

> Vindication (hr. 2, 38:51-47:15)

Purpose

Students will evaluate the social, economic, political, and legal changes that occurred as a result of the rebellions; describe the rebellions of 1837 in Upper and Lower Canada and their impact on ordinary people; explain the major political changes that resulted from the rebellions and their impact on the Canadas.

CAPH, Vol. One, book reference

Chapter 7: Rebellion and Reform, pages 242-246

Union of the Canadas

Video Summary

These video chapters chronicle the aftermath of the rebellion period. Faced with a legislative union, French Canadians, under the leadership of Louis-Hippolyte Lafontaine, responded to the enlightened overtures of a young Reform politician from Toronto named Robert Baldwin. The ensuing alliance and personal friendship set the foundations for a new Canada based on compromise and mutual respect.

Why Is This Important?

- learn how Canada's system of government changed after the rebellions of 1837
- learn how the new system of government led to the one we have today
- find out why Britain thought the unification of the Canadas was the best solution to the colonies' problems
- learn about the impact of the union on different groups in Canada

Wow! I Didn't Know That

1. Lafontaine won a seat for Parliament in the English-speaking riding of North York, and Baldwin in the French-speaking riding of Rimouski, to demonstrate their commitment to co-operation between English and French Canadians.
2. In the fall of 1839, more than 100 rebel prisoners were exiled to the penal colony of Australia for treason.
3. Between 1838 and 1839, 17 men from Upper Canada were executed for high treason, and 12 men hanged in Lower Canada for the same crime.
4. A gentleman's means of resolving a conflict that insulted his reputation was the duel.

Questions, Questions, Questions

Before Viewing

1. What is a compromise?
2. What are the advantages of a compromise?
3. What is tolerance? Is Canada a tolerant nation? Explain.

During Viewing

1. What problems did both Canadas face after the rebellion?
2. What did Durham's report recommend? Why?
3. What did the Act of Union actually do? Why was Kingston chosen as the capital?
4. What did Baldwin propose to the French Canadians in a letter? What was Lafontaine's answer?
5. What happened on election day in Lafontaine's district? What did he do to end the violence?
6. Where did Baldwin run for election? Why was this so important in Canadian history?
7. How did English crowds in Montreal greet the Governor's approval of Baldwin and Lafontaine's new law?
8. What was Joseph Howe's reaction to English Montrealers' attitudes toward the French?

After Viewing

1. Why do you think that the English population of North York would vote for the French Canadian, Lafontaine?
2. Why do you think the English mob of Montreal burned down the Parliament building? Is it ever right to use violence as a form of protest? Explain.
3. Would you consider Baldwin and Lafontaine to be good politicians if they were in Canadian government today?

Activities

1 Charting the New Government

Materials
- Download Sheet 13
- Download Sheet 14

Provide the class with a definition of responsible government.

Next, provide students with Download Sheet 13, a chart showing Canada's government structure before the rebellions, and Download Sheet 14, a chart showing Canada's government structure after 1848. Explain that the main difference in the two structures was that before 1848, the governor and the appointed Legislative Council had almost all the power and the Assembly has almost none; and after 1848, the elected Assembly had most of the power because the members of the Executive Council had to be supported by the majority of voters.

Have students discuss the advantages and disadvantages (social, economic, political, and legal) of the government before and after the 1848 reform. Questions such as these will prompt ideas:

- What changes have occurred?
- Who benefits from the changes and why?
- Who loses power from these changes and why?

2 Hear Ye! Hear Ye!

Assessment Opportunity
Oral Presentation, Assessment Download Sheet 3

Have students choose one of the following situations, write the required document, and deliver a short speech based on the written text:

- Assume the role of Lord Durham. You are preparing a speech to Queen Victoria and the British Parliament on what you believe should be done about the "Canadian problem."
- Assume the role of Joseph Howe. Write an editorial defending your comment that "the children of the rich are no better than the apprentices in your printing shop." Deliver your speech to a Halifax crowd.
- Assume the role of John Haliburton and write a letter explaining why you are offended by Howe's comments. Present your opinions to the Empire Club of Nova Scotia.
- Assume the role of Lord Elgin. Explain why you approved passage of the Rebellion Losses Bill, in spite of the opposition of the Montreal elite. Deliver your speech to the Legislative Assembly of Canada.

Extension Activity
Hold a classroom talk show in which the designated host interviews several characters about the effects of either a compensation bill assisting French-Canadian victims of the rebellion and its suppression, or an Amnesty Bill granting a full pardon to all of those who participated in the rebellion against the government. Students can role-play such characters as a loyal English merchant, a nun, an *habitant(e)*, a French-Canadian doctor, a *seigneur*, a *Patriote*, a British officer, Julie Papineau, an English lawyer, the owner of Montgomery's Tavern, and so on.

Lesson 20

A Land of Hope

Catherine Parr Traill

Video Summary

At the dawn of the 19th century, the New World's natural resources seemed inexhaustible. From the Ottawa River to the Miramichi, from the St. Lawrence to the Saint John River, wood supplanted fur, which had until then been the mainstay of British North America's economy. This video chapter deals with the importance of Canada's forest industry, the first great waves of European immigration, and the consequences of the seigneurial regime still established in British North America.

Episode 7: Rebellion and Reform
> Episode Beginning (4:17-15:03)

Why Is This Important?

- learn the role of the timber industry in Canada's economy in the early 19th century
- learn how European immigration changed the face of Canada
- learn how farmers and colonists reacted to the seigneurial regime

Purpose
Students will demonstrate an understanding of the strategies used by early settlers to adapt to the challenges of their new land; describe the various groups of people who took part in the Loyalist migration, and identify their areas of settlement.

Wow! I Didn't Know That

1. England, with forests that had long been exhausted, relied on the colonies of North America to supply its wood.
2. Until 1842, Canada furnished an average of 75% of the wood used in Great Britain.
3. The forests of Lower Canada were completely devastated to satisfy England's needs. White pine, the primary export product, was logged to near-extinction on the banks of the St. Lawrence, Saguenay, St. Maurice, and Ottawa rivers.
4. The first timber raft came down from the Ottawa Valley to Quebec in 1806.

Questions, Questions, Questions

CAPH, Vol. One, book reference
Chapter 7: Rebellion and Reform, pages 248-251

Before Viewing

1. Why do people cut down trees?
2. What is being done today to stop the forests from disappearing?
3. Why are forests important?

During Viewing

1. What were the forests being cut down for in the early 19th century?
2. What did ships carry from Canada to Great Britain? What did they carry back?
3. What challenges did settlers face?
4. How did the seigneural system operate?
5. Why was there discontent in the countryside of Lower Canada?

After Viewing

1. Why did Catherine Parr Traill call Canada "a land of hope"? Do you agree with her?
2. How had life changed for the Aboriginals?
3. What do you think the peasants hoped to gain by petitioning the government? Do you think their petitions were a good idea? Why?

Activities

Materials
- Download Sheet 15

1 Portrait of a Lumberjack

When Canada's economy became based on logging, a new kind of labourer gained importance—the lumberjack. Have students read the text below (Download Sheet 15) and then answer the questions that follow.

> *"Despite his gruff manner, the lumberjack contributes most to the country's prosperity [. . .] endenturing a lumberjack is what the wood merchant has in mind; this done, he has his man, feeds him, clothes him, hassles and torments him until he becomes mad with rage, which enables the merchant to accord him a worse reputation than he otherwise would have."*
> *— John MacTaggart, English explorer and chronicler, 1829*

- What do you think people's opinion of a lumberjack would have been at the time?
- What are the similarities and differences between the vocation of lumberjack and *coureur de bois*?

Assessment Opportunity
Group Presentation, Assessment Download Sheet 2

2 A Peasant's Petition

Divide the class into small groups. Tell them that each group is a group of peasants caught in the seigneural system. Have each group discuss the issues its members face and write a petition to the government. Invite a representative from each group to present the group's petition. After all of the petitions have been read, discuss and compare the issues presented. Do the students think the government would change the system based on the petitions they wrote?

3 Picture This

Invite students to illustrate the three passages from Catherine Parr Traill's notebooks, related in the video chapter, to show how they think Canada looked through her eyes.

4 Conserving the Forest

On the board, write the quotation

> *"From Lower Canada to New Brunswick, forests are devastated."*

Invite students to discuss what they think this means. Ask:

- Do you think that forests are still being devastated today?

Challenge students to research the current state of Canada's forests and what, if anything, is being done to stop the devastation. Invite students to share their findings with the class.

Lesson 21

Harriet Tubman

Episode 8: The Great Enterprise
> The Underground Railroad (26:05-31:14)
> Hope Gate (31:14-38:51)

Purpose
Students will demonstrate an understanding of how diverse groups and individuals have contributed to the historical, cultural, and economic development of Canada; demonstrate an understanding of the social, political, and economic make-up of the British North American colonies in the 1860s.

CAPH, Vol. One, book reference
Chapter 8: Confederation, pages 264-265; 279-282

Newcomers to Canada

Video Summary

Following the passage of the Union Bill, British North America, and the province of Canada in particular, were struck by unprecedented waves of immigrants. The Fugitive Slave Act allowed slave owners to reclaim runaway slaves who had reached the "free" states of the northern U.S. Consequently, fugitive slaves fled to Canada. In the midst of this migration, Irish landowners, rocked by a series of devastating crop failures, evicted their tenant farmers, leaving them nowhere to go but overseas. The social makeup of British North America was once again transformed by the arrival of newcomers. The experience of these refugees, however, would be a mix of gratitude, grief, and hardship.

Why Is This Important?

- learn about immigrants who have come to Canada over the years
- learn how newcomers to Canada have changed and strengthened the country
- understand that Canada has always been a nation of many cultures

Wow! I Didn't Know That

1. Americans who helped runaway slaves used railway terms as code words to disguise their illegal activity. "Conductors" provided food, shelter, and safe passage to slaves. Houses that served as hideouts were called "stations." "Routes" were reliable paths leading to Canada.
2. The slaves' code name for Canada was "Northern Star."
3. Many historians believe that Mary Ann Shadd, a free black, was the first woman to publish a newspaper in North America. Her paper, *The Provincial Freeman*, was published in Windsor and Toronto, Ontario.
4. Some Irish famine victims resorted to eating their clothes to keep from starving.

Questions, Questions, Questions

Before Viewing

1. What is a refugee? Why do people become refugees?
2. Should Canada accept refugees? What are the implications for accepting or refusing refugees?

During Viewing

1. Why did escaped slaves in free American states come to Canada in the 1850s?
2. What rumours did the slave owners spread about Canada?
3. Who was Harriet Tubman and why was she so important?
4. What was the Underground Railroad?
5. How did Canadian blacks contribute to the effort of the Northern Army during the American Civil War?
6. List the reasons why the Irish came to Canada.
7. Who was D'Arcy McGee, and why was he so important?

After Viewing

1. Why do you think some blacks chose to stay in Canada after the Civil War, when they could have returned to the United States to join their families?
2. In your opinion, why did McGee tell the Irish of Montreal to leave behind their Old World hatred and violence? What kind of violence was he talking about?
3. Would you consider the fugitive slaves and the Irish of the 1840s to have been refugees? Why or why not?

Activities

Materials
- atlas or map of North America
- Download Sheet 16
- Download Sheet 17

1 Road to Freedom

Provide students with an atlas or a map of North America, Download Sheet 16, and Download Sheet 17. Have students choose one shade to colour in slave states and another to colour in free states.

Next, have students plot the key river routes that led from South to North. Challenge students to imagine they are working with Harriet Tubman. Have them design an escape route and explain the strategies they will use to keep their precious "cargo" from being captured. Remind students of the modes of transportation that existed at the time.

Assessment Opportunity
Written Presentation, Assessment Download Sheet 5

2 Dear Diary . . .

Have students write a series of one-paragraph diary entries. Using the freedom maps they have designed, have them describe their experiences on the long road from slavery in the United States to freedom in Canada.

Extension Activity
Have students research to find out where the largest populations of Irish Canadians and black Canadians live today. What, if anything, has changed in terms of Irish and black settlement since the mid-1800s?

3 Contributing to Canada

Have students examine the contributions of one of the following 19th century Canadians: Mary Ann Shadd, Henry Bibb, D'Arcy McGee, Josiah Henson, Anderson Ruffin Abbott, George Brown.

Mary Ann Shadd

Lesson 22

The Making of Confederation

Sir John A. Macdonald

Episode 8: The Great Enterprise

> Strangers in Charlottetown (hr. 2, 00:46-6:01)
> Three Weeks in Quebec (hr. 2, 6:01-23:14)
> Let Their Memory Be Dark (hr. 2, 23:14-29:38)

Purpose

Students will demonstrate an understanding of the factors that contributed to Canada's Confederation; demonstrate an understanding of the roles of the key individuals and main events leading to Confederation; identify the colonies that joined Confederation and their dates of entry.

CAPH, Vol. One, book reference

Chapter 8: Confederation, pages 256-275

Video Summary

These video chapters explore the stages leading up to Confederation of the British North American colonies into the new country of Canada. The video recounts the story of the making of Confederation with particular focus on the Charlottetown and Quebec Conferences and Macdonald's cry for a strong central government. The video also examines the campaign against Confederation, with its bitter foes from Quebec and the Maritime provinces.

Why Is This Important?

- recognize that Confederation is the birth of modern Canada
- learn who contributed to Canada's birth
- learn about the relationships among different groups and people in Canada
- learn why some people were opposed to the idea of Canada

Wow! I Didn't Know That

1. John A. Macdonald began articling as a lawyer at the age of 15.
2. George-Étienne Cartier always wore a miniature pendant of Napoleon around his neck.
3. Cartier was a *Patriote* who fled to the United States in the 1830s to avoid prosecution for treason.
4. George Brown was the founder of the Toronto *Globe* newspaper.
5. Wilfrid Laurier, Canada's first French-Canadian prime minister, was initially opposed to the idea of Confederation.

Questions, Questions, Questions

Before Viewing

1. Do you think it is important for a country to celebrate the day of its birth? Why?
2. Do you think all Canadians wanted to create a unified country? Who might not have wanted it? Why?
3. What did the Fathers of Confederation do?

During Viewing

1. Who was sailing along the St. Lawrence? Where were they headed and why?
2. In Cartier's opinion, why should Canada be united? What was Brown's opinion?
3. Which city did Macdonald wish to dominate the new federation?
4. What event in the United States affected the conference? Why?
5. Why was Ottawa chosen as the capital of Canada after Confederation?
6. Who was opposed to the Confederation program? Why?
7. What powerful group in French Canada supported Confederation? Why?
8. How close was the vote for Confederation among French MPs?

After Viewing

1. What are the benefits of a strong central government? What are the disadvantages?
2. Summarize the concerns of the Confederation opponents from Quebec.

Activities

1 Charlottetown/Quebec Conference Simulation

Assessment Opportunity
Group Presentation, Assessment Download Sheet 2

Have students form a conference of British North American colonies. They will discuss how Confederation would be a viable solution for the following problems facing the colonies:

- Railway debts
- American military threat (Civil War, Fenian raids)
- Political deadlock
- Trade troubles (Corn Laws, reciprocity with the U.S.)
- British Colonial Office opinions on the expense of the defence of BNA colonies

Divide students into groups to represent the provinces of Canada, New Brunswick, Nova Scotia, PEI, and Newfoundland. Have each group research its region's particular concerns and defend them during the conference.

2 Dominion Day

Assessment Opportunity
Written Presentation, Assessment Download Sheet 5

Have students create a front page for a newspaper for July 2, 1867, from one of the following cities:

- Halifax
- Fredericton
- Montreal
- Quebec
- Kingston
- Toronto

Have them include the paper's main headline and decide whether their paper will be pro- or anti-Confederation. Papers should include a headline story, a timeline of the success/disaster of Confederation, an editorial for or against Confederation, an editorial cartoon, and a character profile or assassination of the Fathers of Confederation. Students can use a desktop publishing program to create their newspaper.

Extension Activity
Have students give a speech, in role, as one of the delegates attending the Charlottetown Conference. They should argue either for or against the confederation of the British North American colonies.

Lesson 23

Joseph Howe

Episode 8: The Great Enterprise
> Good Management and Means
(hr. 2, 29:38-38:52)

Purpose
Students will demonstrate an understanding of the factors that contributed to Canada's Confederation; demonstrate an understanding of the roles of the key individuals and main events leading to Confederation; identify the colonies that joined Confederation and their dates of entry.

CAPH, Vol. One, book reference
Chapter 8: Confederation, pages 276-278

Confederation in the Maritimes

Video Summary

This video chapter explores the pro- and anti-Confederation sentiments in the Maritimes. The video recounts the stories of the final stages leading up to the birth of Canada; Confederation's supporters and its bitter foes in the Maritimes; and the aftermath of Confederation.

Why Is This Important?

- learn why there was strong resistance to the idea of Confederation in the Maritimes
- understand the distinct regional interests of Canada's Maritime provinces

Wow! I Didn't Know That

1. Nova Scotia was the first colony in British North America to have responsible government.
2. Leonard Tilley suggested the official name "Dominion of Canada." He got the name from a verse in Psalm 72 of the Bible that stated "He shall have dominion from sea to sea, and from the river to the ends of the earth."

Questions, Questions, Questions

Before Viewing

1. What provinces are referred to as the "Maritime" provinces?
2. How is this region different from the other areas of Canada in terms of location, landscape, economics, culture, and so on?

During Viewing

1. Name three famous Nova Scotians and what they achieved.
2. Name three industries in New Brunswick that were responsible for the economic prosperity of the colony.
3. What did Nova Scotians like Joseph Howe think of Confederation? Why?
4. What event occurred on the American border that helped convince Maritimers about the benefits of Confederation?
5. Who were the Fenians? Why were they determined to capture Canada?

After Viewing

1. Summarize some of the concerns held by opponents to Confederation in the Maritimes.
2. Why was Britain eager to support Confederation?
3. Why were there no Mothers of Confederation?

Activities

1 Confederation is the Answer!

Have students create a cause-effect organizer on the causes of Confederation. Students should group the causes under the following categories: economic, political, military, British colonial policy.

2 Campaign for Confederation

Present the following situation to students:

It is just before the beginning of the London Conference of 1866-1867. You are a member of one of the following groups:

- Pro-Confederation group from Nova Scotia
- Anti-Confederation group from Nova Scotia
- Pro-Confederation group from New Brunswick
- Anti-Confederation group from New Brunswick

Create a poster and pamphlet-writing campaign to convince British politicians of your group's opinion.

Have students present their campaign materials to the class.

Assessment Opportunity
Group Presentation, Assessment Download Sheet 2

3 Nation Building

Provide students with a map of Canada that outlines the current provinces and territories (Download Sheet 18). Have the students colour the four original provinces in one colour and identify the year that they became part of Confederation. Have students research when the other provinces and territories joined Canada, then identify each province and territory in separate colours according to when they entered Confederation.

After completing the mapping exercise, students can create a new flag and national anthem that reflects Canada's colourful and diverse heritage.

Materials
- Download Sheet 18

Extension Activity
Have students create a list of the Fathers of Confederation and discuss why they think most of these men remain anonymous in history texts.

Lesson 24

The Red River Resistance

Louis Riel

Episode 9: From Sea to Sea
> War is Upon us (20:16-24:37)
> A Single Act of Severity (24:37-33:08)
> Tie the Oceans Together (33:08-40:37)

Purpose
Students will learn about the events of the Red River Resistance and develop an appreciation of this event as it pertains to French-English and Métis-Canadian relations.

Video Summary

When Louis Riel, a young Métis, returned from Quebec to his home in Rupert's Land in 1868, he saw that the Métis people were unhappy about the coming annexation of Rupert's Land to Canada. He and a band of Métis stopped surveyors who were surveying Métis land. Their act of defiance led to the capture of Fort Garry and the creation of a provisional government that set out to negotiate the annexation with Canada. The new government was challenged by several men and one, Thomas Scott, was tried and executed by Riel's court. The execution caused great anger in Canada, and Colonel Garnet Wolseley set out to finally claim Rupert's Land for Canada. By the time he and his men arrived, Riel had fled into exile. Canada did recognize the rights of the Catholic Métis, but took control of the Red River colony, creating the new province of Manitoba.

Why Is This Important?

- learn about the provisional government of Rupert's Land
- learn about the execution of Thomas Scott
- learn why Canada needed the North-West Territories

Wow! I Didn't Know That

1. The first president of the new Métis government was John Bruce; Riel was secretary.
2. Riel was elected to Parliament three times, but never actually took his seat.
3. John A. Macdonald offered Riel $1000 to stay out of Canada, in exile.

Questions, Questions, Questions

CAPH, Vol. One, book reference
Chapter 8: Confederation, pages 282-288

Before Viewing

1. Why do you think Britain was open to the annexation of Rupert's Land by Canada?
2. Why do you think Riel would challenge the Canadian takeover of Rupert's Land?

During Viewing

1. Who was Marie Guernon?
2. What price would Canada pay for Rupert's Land?
3. What was the Canada First club?
4. What was the first act of the Red River Resistance?
5. Who captured Fort Garry?
6. Who was Thomas Scott?
7. Who was Colonel Wolseley?
8. What was created as a result of the Red River Resistance?

After Viewing

1. Should the Canadian Government have sent surveyors to Rupert's Land before taking control of the territory?
2. Discuss the impact of the execution of Thomas Scott on the Canadian public.
3. Why did the Canadian militiamen chase Elzear Goulet to his death?

Activities

1 Diary

Have students create a series of at least 10 diary entries covering the events of the Red River Resistance. Have them choose the point of view of one of the following people:

- A Métis from Red River
- A member of the Canada First club
- John A. Macdonald
- William McDougall
- Colonel Wolseley

2 Political Cartoon

Assessment Opportunity
Written Presentation, Assessment Download Sheet 5

Challenge students to create a political cartoon illustrating one of the following:

- William McDougall's proclamation of the takeover of Hudson's Bay Company lands by Canada
- The court of the Provisional Government condemning Thomas Scott
- Macdonald condemning Riel publicly while quietly paying him to leave Canada
- Wolseley's takeover of the Red River settlements

3 Was it Worth the Effort?

Have students identify the concessions given to the Métis by the Canadian Government in 1870. Challenge them to investigate the issues below and to write an essay that answers the question "What long-term gains did the French Catholic Métis make as a result of the Red River Resistance?"

Issues:

- The migration of English Canadians to Manitoba and the selling of Métis scrip
- The fate of the bison in the period 1870 to 1885
- The Manitoba School Question
- Present-day Métis land claims

Extension Activity
Have students write a position paper on the question: Was Riel justified in allowing the execution of Thomas Scott?

Lesson 25

Sir George-Étienne Cartier

Episode 9: From Sea to Sea
> For the Good of This Dominion (40:37-48:00)

Purpose
Students will develop an understanding of the events of the Pacific Scandal and apply this knowledge to current events.

The Pacific Scandal

Video Summary

In July of 1872, Macdonald and Cartier were fearful of an election loss. They asked railway financier Sir Hugh Allan for financial support in return for the promise that his syndicate would get the contract to build a railway to the Pacific. The money was given and the Conservatives won the election. Montreal Liberals bribed a clerk in Cartier's lawyer's office to release secret documents attesting to Allan's financial support. The publication of these documents created the Pacific Scandal. Cartier had already died by this time, but Macdonald was forced to resign, bringing in Canada's first Liberal government.

Why Is This Important?

- learn about a political scandal in early Canada
- learn why John A. Macdonald was forced to resign in 1873
- learn why Canada was reluctant to support the first Canadian Pacific Railway Company

Wow! I Didn't Know That

1. John Abbott was the legal advisor from whose office the stolen papers condemning Macdonald had come. He later became Prime Minister of Canada (1891-92).
2. Some U.S. financiers and politicians, possibly including President Grant, wanted to build a railway through the northern states to the Pacific, paving the way for American expansion into the Canadian northwest.
3. In 1873 Prime Minister Macdonald gave one of the finest speeches of his career. It lasted over five hours and was the last major speech he gave before his government collapsed.

Questions, Questions, Questions

Before Viewing

1. What is integrity? Who do you think has integrity? Why?
2. "Power corrupts and absolute power corrupts absolutely." Discuss what you think this means.
3. What is a conflict of interest? Have you ever been involved in one? Explain.

During Viewing

1. Why would politicians need money?
2. Why were railways so important to Canada?
3. Who was Cromwell?
4. What was Ravenscrag?
5. What was Allan promised for helping Macdonald?
6. What was the Pacific Scandal?
7. What was Macdonald required to do as a result of the scandal?
8. Who won the election of 1874?

After Viewing

1. Was Macdonald justified in doing anything necessary to keep power so he could fulfill his promise of a railway for British Columbia within 10 years? Explain.
2. Why were Canadians against having their railways controlled by Americans?
3. Were the Liberals right in stealing the secret documents to expose the truth?

Activities

Materials
- Download Sheet 19

Assessment Opportunity
Group Presentation, Assessment Download Sheet 2

1 The Perception of Integrity

Have students read the following quote (Download Sheet 19).

> *"Macdonald felt a cold chill of uneasiness. The Conservative Party had put itself in a most unequivocal position. It was true that it had made only one promise—the promise of the presidency (of the amalgamated CPR to Hugh Allan): but it had accepted sums whose size implied other and far less legitimate undertakings. At the moment when it was about to make a contract of the highest national importance, involving millions of money, the government had become deeply indebted, for purely party purposes, to one of the principal capitalists with whom it was negotiating."*
> — *Donald Creighton,* John A. Macdonald: The Young Politician, The Old Chieftain, *1952, Reprinted by permission of the estate of Donald G. Creighton.*

Divide the class into small groups and invite each group to consider the following questions. After their discussion, groups can share their comments with the class.

- Was it appropriate for Macdonald to promise an important position to a man who had given money to Macdonald's political party?
- Much of the money taken had been solicited by others, including Cartier. As the leader of the Conservative government, should Macdonald have accepted the responsibility for the scandal?
- To what "other and far less legitimate undertakings" might the author be referring?

2 Does the End Justify the Means?

Write a position paper either condemning or justifying the actions of the Liberal Party in acquiring and distributing the stolen information that exposed the Pacific Scandal.

3 What Should I Do?

Present students with the following scenario:

A friend has saved you from a serious beating by a local gang. He has also made it possible for you to live freely in your neighbourhood because he has influence with the gang. A month after this event, a month of security and peace, your friend asks you to come with him to become a member of the local gang. He indicates to you that you must join to continue the protection you have experienced for the past month. What do you do?

Divide the class into small groups and have each group create a short dramatic presentation to illustrate the problem and show its solution. Encourage students to compare the situation with the one Macdonald was in with Sir Hugh Allan after the election of 1872.

Extension Activity
Have students investigate other Canadian political scandals (tainted blood, Airbus scandal, Human Resources Department's grants scandal, tainted tuna) and evaluate the causes and effects of the blunders and indiscretions found in our political history.

Lesson 26

Poundmaker

Episode 10: Taking of the West

> Pieces of Pemmican*
> Discontent*
> God's Victory*
> War*
> Batoche*

Purpose

Students will demonstrate an understanding of the growth and development of the West from the points of view of the Canadian government, Aboriginal peoples, Métis, and new immigrants; analyze and describe the conflicts and changes that occurred in the Canadian West in the 19th century; describe the everyday life of various groups in Western Canada at the time of settlement by Europeans.

The North-West Rebellion

Video Summary

In 1885, the Canadian prairies became the stage of a serious resistance among the Métis and Aboriginals. After months of unrest, lack of adequate food, and growing uncertainty over their claims to the land, they became involved in a series of violent incidents that left many Canadian soldiers and militiamen dead. The Canadian government responded by sending troops, forcing a final showdown at Batoche. There, Louis Riel, the leader of the uprising, and his Métis soldiers were crushed. Riel's fate fell into the hands of the courts.

Why Is This Important?

- learn more about the personality of Louis Riel
- learn about the reactions of groups across the country to Louis Riel
- learn about Riel's final, failed rebellion

Wow! I Didn't Know That

1. The first commander of the North-West Mounted Police (NWMP), Frederick Middleton, was a former general in the British army.
2. The Métis are the descendants of fur traders and their Aboriginal mates.
3. Louis Riel attended a seminary and contemplated becoming a priest.
4. Riel was a member of Macdonald's Conservative Party.
5. Gabriel Dumont once performed with Buffalo Bill Cody.

Questions, Questions, Questions

Before Viewing

1. What is a rebellion?
2. Why do people rebel? Against what do they rebel?
3. What do you know about Louis Riel?

During Viewing

1. What kind of support did Riel have from the Métis?
2. Why did Big Bear's band of warriors attack the settlement at Frog Lake?
3. Whose death at Frog Lake would prove to be very important, and why?
4. How did Gabriel Dumont plan to welcome the Canadian troops? What happened to his plan?
5. What did Chief Poundmaker think of the rebellion?
6. Who won the Battle of Batoche?
7. What did the Canadian soldiers do after the Métis fighters left?
8. Who did General Middleton hold captive? What punishment did Prime Minister Macdonald want for him?

After Viewing

1. Do you think Big Bear's warriors were justified in using violence to obtain food? Explain your answer.
2. What is pillaging? Do you think the Canadian soldiers had a right to pillage the camps at Batoche?
3. Why do you think the Métis and Aboriginals did not join together as a stronger force during the rebellion?

* At the time of publication, the titles and times for these video chapters were unconfirmed. They will be posted at http://cbc.ca/historys/elementary.html after September 2001.

Activities

1 A Picture is Worth a Thousand Words

As a class, recap the grievances of the Aboriginal peoples and Métis with the Canadian government (land claims, language rights, decline and near extinction of the bison, starvation, inadequate food rations).

Have students assume the role of a Métis, Cree, or Blackfoot individual. Through research, have them develop a series of pictographs (illustrations that tell stories of past events) recounting the life of their group from earlier times through to the arrival of white settlers and the North-West Rebellion.

2 Riel on Trial

Assessment Opportunity
Written Presentation, Assessment Download Sheet 5

Have students organize a trial for Louis Riel. Assign the roles of Crown and defence lawyers to teams of two students each. Assign witness roles as well. Possible witnesses include:

Defence:	Crown:
Louis Riel	General Middleton
Gabriel Dumont	John A. Macdonald
Chief Poundmaker	Colonel Arthur Williams
Chief Crowfoot	Psychiatrist (pro sanity)
Psychiatrist (pro insanity)	Superintendent L.N. Crozier
Chief Big Bear	Governor McDougall (Rupert's land)
Fr. Alexis Andre	Scottish settler

Have them use a variety of research materials, including the video, to gather evidence for their roles. Hold the trial and then, as a class, discuss sentencing.

Extension Activity
Students can research the trials of Poundmaker or Big Bear. Do they think each man got a fair trial?

Invite students to write a one- to two-page reflection paper on whether Riel should have been hanged, challenging them to defend their answer with evidence they have researched.

Lesson 27

The Trial of Louis Riel

Riel in court

Episode 10: Taking of the West
> The Trial of Louis Riel*
> The Hanging and the Crisis*

Purpose
Students will demonstrate an understanding of the growth and development of the West from the points of view of the Canadian government, Aboriginal peoples, Métis, and new immigrants; analyze and describe the conflicts and changes that occurred in the Canadian West in the 19th century.

Video Summary

These video chapters examine the aftermath of the North-West Rebellion and the consequences for its leaders. In addition, they look at the political ramifications of the trial and the subsequent death sentence handed down by Prime Minister Macdonald's government.

Why Is This Important?

- trace the existence of the RCMP back to incidents in the North-West Territories
- learn more about Louis Riel, one of Canada's legends
- learn what caused much of the tension between English and French Canada in the late 1800s

Wow! I Didn't Know That

1. In the mid-1980s, after nearly 100 years, both Manitoba and the modern Northwest Territories were ordered to restore their bilingual status, in the courts and in the legislature, by the Supreme Court.
2. Louis Riel spent 21 months in two Quebec insane asylums.
3. Riel argued against his own defence team at his trial.
4. Riel rejected legal counsel suggesting he plead insanity.
5. None of the jury members at the trial was Catholic.

Questions, Questions, Questions

Before Viewing

1. What is capital punishment?
2. Does Canada have capital punishment?
3. Under what circumstances would a convicted criminal be given a sentence of capital punishment?

During Viewing

1. What did Prime Minister Macdonald wish for Riel?
2. What was Riel charged with? Why?
3. Where did the trial take place?
4. Who were the six jurors in the case? Why might this be important?
5. Why was Will Jackson's trial important?
6. What was the verdict of the jury in the case? What was the judge's sentence?
7. What did English Canadians think of this decision? Why? French Canadians?
8. What did people do when they learned of Riel's execution?
9. What did Chief Crowfoot ask of Prime Minister Macdonald? What was Macdonald's response?

After Viewing

1. Was Macdonald justified in hanging Riel?
2. In your opinion, was Riel guilty of treason?
3. Could Macdonald be considered a great Canadian prime minister? Defend your answer.
4. Riel dreamed of French language and Catholic religious rights for his people in Western Canada. To what extent has his dream survived? To what extent has it failed?

* At the time of publication, the titles and times for these video chapters were unconfirmed. They will be posted at http://cbc.ca/historys/elementary.html after September 2001.

Activities

1 Dear Diary . . .

Have students write a series of diary entries for Louis Riel: one for the day of his surrender and arrest, one for the day of his conviction, and one for the day of his execution. Alternatively, they can write diary entries for the person who arrested him, a jail guard, and the executioner.

2 Debating Treason

Assessment Opportunity
Debate Sheet, Assessment Download Sheet 1

Hold a classroom debate on the resolution: "Be it resolved that Louis Riel was guilty of high treason against Her Majesty's Canadian government."

Divide the class into two groups, and have each group research at least five points to support each side. Toss a coin to see who will debate each side of the resolution. Hold the debate.

Alternatively, students could write position papers on the topic: Louis Riel, hero or traitor?

3 A Canadian Hero

Have students come up with a list of criteria for being a true Canadian hero. As a class, brainstorm and record some Canadians who meet those criteria.

Invite students to select a Canadian they admire (either from the class list or not), and research that person's life. Students can present their research to the class. As a class, determine if each Canadian discussed meets the class criteria for being a Canadian hero. Ask:

- How do your heroes compare with Louis Riel?
- Was Riel a hero according to our criteria?

Extension Activity
Students can research to find out what life is like for the Métis today. Would Riel be pleased or displeased with the fate of his people?

Lesson 28

Macdonald's National Dream

The Last Spike

Episode 10: Taking the West

> Episode Beginning*
> Pulling Up Stakes*
> The Exodus*
> Fancy Paper City*
> Homesteading*

Purpose

Students will describe the significance of the Canadian Pacific Railway in Canada's expansion; identify and explain the effects of post-Confederation immigration on the development of Western Canada from various points of view, including the Canadian government, the Aboriginal peoples, the Métis, and the early immigrants.

Video Summary

Prime Minister Macdonald swept back into power in 1878 on the strength of his National Policy requiring tariffs on manufactured goods. He encouraged settlers from Eastern Canada and overseas to populate the Great Western Prairies through a strong ad campaign. And he was determined to link the country with a railway. Land speculators drove up prices along the proposed rail route. Life was good for many. With a monopoly granted by the government, the Canadian Pacific Railway began building its railway—320 km south of the proposed route.

But in these high-flying times, life was not good for all. Land speculators to the north lost out when the rail route moved. The Métis had lost most of their land. And the settlers lured West discovered that life on the prairies was harsh, lonely, and unforgiving.

Why Is This Important?

- learn why a transcontinental railway was necessary for the preservation and growth of Canada
- learn about the challenges, triumphs, and life of the early Western settlers
- learn why the Canadian Pacific Railway chose a southern route for its line

Wow! I Didn't Know That

1. In 1869 the United States had already completed a transcontinental railway.
2. The one-day record for track built on the Canadian Pacific Railway by one construction team was 10.3 km.
3. Over 600 Chinese workers died building the Canadian Pacific Railway.
4. Donald Smith drove the last spike on the railway in 1885.

Questions, Questions, Questions

Before Viewing

1. Why would a railway be a National Dream for John A. Macdonald?
2. What are tariffs? For whom are they helpful? Harmful? Why?
3. What are land speculators?

During Viewing

1. What issue helped Macdonald win the 1878 election?
2. Why would people leave their homes to settle in the West?
3. What role did advertising play in Western expansion?
4. What was the first great city in the Canadian West?
5. What did Macdonald promise to the Canadian Pacific Railway Company in exchange for building the railway?
6. Which settlements suffered from the change in the railway's route?
7. What hardships did Western settlers face?

After Viewing

1. Explain the impact of Macdonald's "vision" in creating a transcontinental railway.
2. Discuss the life of the typical settler.
3. Discuss the impact of the railway on settlement patterns.

* At the time of publication, the titles and times for these video chapters were unconfirmed. They will be posted at http://cbc.ca/historys/elementary.html after September 2001.

Activities

1 The Value of "Dreaming"

Have students consider Macdonald's dream of a transcontinental railway and compare it with the dreams of another famous Canadian, such as Pierre Trudeau, René Lévesque, Emily Murphy, Joey Smallwood, Terry Fox, St. Marguerite D'Youville, Nellie McClung, Michael Smith, or a person of their choice.

Have students identify whether or not those dreams were achieved, in whole or in part, in the person's lifetime. Have them compare Macdonald's dream with the dream of the person they chose, and reflect on the individual effort involved in pursuing these dreams.

Invite students to present their findings orally. Ask:

- How important is vision in leadership? Explain your answer.

2 Truth in Advertising

Assessment Opportunity
Group Presentation, Assessment Download Sheet 2

Invite students, organized into small groups, to search a variety of media and to choose a specific number of advertisments in total (five would work well). View the advertisements in the video again, then, as a class, discuss the level of truthfulness in the advertisments shown in the video and in some of the advertisements they have found.

Next, challenge each group to create a positive and truthful advertisement for prospective settlers to the West in the 1880s. Invite each group to present its ad to the class. Ask:

- Do you think any of these ads would have been more or less successful than the one run by the Canadian government in the 1880s? Why?

3 A National Dream?

Have students write a series of diary entries, in role, for one of the people below. The entries should be approximately two months apart and cover the period from 1883 to 1885.

- an Ontario-born railway construction worker
- a Métis hunter/trapper
- a person who has spent his or her savings on a chance to have a good life farming in the West
- a railway supervisor charged with making sure construction moves forward
- a store owner in Fort Edmonton
- a Chinese railway construction worker

Invite students to share their work with the class.

Project Plans

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Video Chapters by Project

A video chapter is a self-contained segment of video. Each video chapter opens with the title noted in the third column of this chart.

Video Time Codes

The time code references that follow each video chapter identified in the Lesson Plans and Project Plans will help you quickly find the start time of the specific video chapter you wish to show.

Note that two-hour episodes are provided to schools on two one-hour videotapes. If the video chapter is on the Hour Two tape, the time code reference indicates "hr. 2." If the video chapter is on the Hour One tape, only the time code reference is indicated.

To most easily find the start of the video chapters, **reset your VCR's video counter to zero as soon as the opening episode images appear.** Video chapter references are cued from this point in real-time on each tape. VCR counters are inconsistent at the best of times, but this will bring you either right to, or close to, the start time of the video chapter you're looking for.

Project Title	Episodes	Video Chapters
Researching the Past	Episode 1: When the World Began	An Air of Savage Magnificence
		Captivity
		Visionquest
		Running Across the Sky
	Episode 2: Adventurers and Mystics	The Lost Colony
	Episode 7: Rebellion and Reform	An End and a Beginning
Oral Traditions and Culture	Episode 1: When the World Began	Episode Beginning
		Visionquest
		A Continent of Nations
Taking Risks	Episode 2: Adventurers and Mystics	Episode Beginning
		Champlain's Gamble
		The Price of Friendship
		A Frenchman Among the Huron
	Episode 3: Claiming the Wilderness	Opening Vignette
		Episode Beginning
	Episode 6: The Pathfinders	Opening Vignette
		Episode Beginning
		The River Route
		Opening and The Columbia
		The Masterwork
		A New Era
Settling Canada	Episode 2: Adventurers and Mystics	The Daughters of the King
		Birth of the *Canadiens*
	Episode 3: Claiming the Wilderness	1749 Was a Very Good Year
	Episode 5: A Question of Loyalties	The World Turned Upside Down
		His Majesty's Loyal Allies
		Exile
		Nova Scotia
		The Upper Country
	Episode 8: The Great Enterprise	The Underground Railroad
		Hope Gate
Loyalties	Episode 3: Claiming the Wilderness	The Great Peace
	Episode 5: A Question of Loyalties	Opening
		The Propaganda War
		Invasion
		The Siege
		The World Turned Upside Down
		His Majesty's Loyal Allies
		Exile
	Episode 7: Rebellion and Reform	A Seething Anger
		On the Eve of Rebellion
		The Die Is Cast
		The Explosion
		The Last Stand
		The Calm Between the Storms
Conflict	Episode 4: Battle for a Continent	Opening Vignette
		Episode Beginning
		The Governor and the General
		A Deterring and Dreadful Vengeance
		The Inevitable Hour
		The River of Fire
		Divided Councils, Desperate Plans
	Episode 5: A Question of Loyalties	Democracy and Dissent
	Episode 7: Rebellion and Reform	Three Angry Men
Leaders in Canadian History	Episode 4: Battle for a Continent	Plains of Abraham, Parts A and B
	Episode 5: A Question of Loyalties	Tecumseh's Last Stand
	Episode 7: Rebellion and Reform	Three Angry Men
		A Seething Anger
		On the Eve of Rebellion
	Episode 8: The Great Enterprise	Strangers in Charlottetown
		Three Weeks in Quebec
		Let Their Memory Be Dark
		Good Management and Means
Time and Change	Episode 8: The Great Enterprise	City of Wealth
		A Winter of Utter Misery
		I am a French Canadian
		A Sly Fox
		The Underground Railroad
		Hope Gate
		Strangers in Charlottetown
		July 1, 1867

Nootka Group

Researching the Past

How do we know what we know about the past?

Overview

This project builds an understanding that history is interpreted by people. Students learn what primary sources are and how they are used to make observations and inferences.

Students learn about types of evidence people leave behind, consider their own personal documents and what future historians could deduce from them, then investigate the journals of John Jewitt.

Next, students consider the information in a photograph and write text to accompany photographs.

Students then consider the importance of oral history. They create stories to tell about people or events of the past and develop an understanding of how some cultures use this form of transmitting knowledge about their past through time.

Finally, students choose a time period, research it, and create documents, images, and artifacts to put into a time capsule. They share their time capsules, and act as historians to interpret what they see.

Curriculum Correlation

Visit http://cbc.ca/historys/elementary.html to find how the activities in this project relate to the curriculum in your province/territory. This information can be downloaded and printed for addition to the Support Materials section of this Teacher Resource Package.

Planning Ahead

- Students will need to bring photographs from home for Lesson 1. Send a note home ahead of time. Bring photos of your own, and include community photos as well.
- Make copies of the personal documents you wish to use for Lesson 1.
- For Lesson 1, arrange for an adult with whom the students are familiar (another teacher, principal) to stop by the class and tell you something unexpected (the classroom is being painted that day; the timetable is being rearranged). Both of you should be holding something, and both of you should show emotion.
- In Lesson 3 and Tying It Together students can view video chapters specific to your curriculum. Consult the Episode Summaries (pages vi-viii)and your provincial curriculum to make appropriate choices, or use the video chapters suggested on page 61.
- Collect research resources for Tying It Together.
- Visit http://cbc.ca/historys/elemdownload.html to print Download Sheets R:1, R:2, R:3, and R:4.

Materials You May Need to Collect

- Tying It Together: a variety of art materials to create the time capsule (modelling clay, construction paper, pieces of cardboard, fabric swatches, yarn, interesting papers and drawing materials)

Resources

Books

- James, Helen Foster. *Across the Generations: Selecting and Using Intergenerational Resources*. Fort Atkinson, Wisconsin: Highsmith, 1996.
- Macaulay, David. *Motel of the Mysteries*. Boston: Houghton Mifflin, 1979.
- McIntosh, Jane. *The Practical Archaeologist: How We Know What We Know about the Past*. New York: Facts on File, 1986.
- Pickering, Robert B. *I Can Be an Archaeologist*. Chicago: Children's Press, 1987.
- Stanford, Michael. *A Companion to the Study of History*. Oxford, UK: Blackwell Publishers, 1994.
- Winston, Linda. *Keepsakes: Using Family Stories in Elementary Classrooms*. Portsmouth, NH: Heinemann, 1997.

CAPH, Vol. One, book reference
Chapters 1, 2 and 6

CD-ROMs

- *Microsoft Encarta, 97: The Complete Interactive Multimedia Encyclopedia*. C&P., 1997 Microsoft Corporation.
- *2000 Canadian Encyclopedia*. McClelland & Stewart, 2000

Videos

- *History Lands: Voyage to Vinland, l'Anse aux Meadows, Newfoundland*, McNabb & Connolly
- *Kennewick Man*, CBC
- *War of 1812 Military Graveyard*, CBC

Hotlist

- Archaeology: A Step Back In Time: http://collections.ic.gc.ca/archaeology/second/secondpage.html
- Artifact B.C.: http://collections.ic.gc.ca/artifacts/
- Canadian Archival Resources on the Net: www.usask.ca/archives/car/provmenu.html
- Canadian Documents Online: www.nelson.com/nelson/school/discovery/cantext/cantext.htm
- History Through the Eyes of Those Who Witnessed It: www.ibiscom.com/
- Learning and Researching Canadian History: http://web.uvic.ca/hrd/history.learn-teach/learning.html
- MAPS: www.civilization.ca/membrs/biblio/orch/www02c_e.html
- National Archives: ArchiviaNet: www.archives.ca/exec/naweb.dll?fs&0201&e&top&0
- The Notukeu Museum and Archaeology Online: http://collections.ic.gc.ca/notukeu/

Video Summaries

The following video chapters are used in this project.

Lesson 1: What do documents tell us about the past?

Episode 1:
When the World Began
> An Air of Savage Magnificence (hr. 2, 38:14-42:47)
> Captivity (hr. 2, 42:47-50:01)

These video chapters tell the story of John Jewitt, a 19-year-old Englishman on board the trade ship Boston. The ship landed at Nootka Sound, and the captain, making assumptions about the Aboriginals he and his crew met, insulted the Nootka chief, Maquinna. In retaliation, Maquinna returned the next day and he and his men massacred the entire crew. They spared Jewitt for his skill as a blacksmith, and he lived with them for three years until an American ship rescued him. He wrote journals, songs, and plays about his time with the Nootka.

Lesson 2: What do visual documents tell us?

Episode 7:
Rebellion and Reform
> An End and a Beginning (hr. 2, 47:15-50:20)

This video chapter summarizes the end of the era of rebellion and reform (1815-1850). Photographs show the new era of prosperity in the colonies of British North America. Viewers are updated on the activities of Robert Baldwin, William Lyon Mackenzie, Louis-Joseph Papineau, and Joseph Howe.

Additional Video:
Choose a time period that corresponds to your social studies curriculum, or use Episode 10: Taking the West, Hour One, which includes many historic images.

Lesson 3: How does oral history help us learn about the past?

Episode 1:
When the World Began
> Visionquest (23:27-27:26)
> Running Across the Sky (27:26-32:12)

These video chapters feature Aboriginal storytellers sharing their stories of creation.

Tying It Together: What evidence could be left behind?

Episode 6:
The Pathfinders
> The Winterer (40:32-45:13)

This video chapter offers the viewer a glimpse of the life of Daniel Harmon who worked as a winterer for the North West Company and lived among the Cree, eventually marrying a Cree woman.

Starting the Project: What evidence do we leave behind?

Purpose:
- introduce students to the topic of collecting evidence of the past
- use appropriate vocabulary as introduced
- make observations and inferences based on evidence

Materials:
- chart paper and markers
- Leaving Evidence Behind (Download Sheet R:1)

Time:
1 to 2 sessions

Starting Out

On chart paper create a chart with two columns *Activities* and *Evidence*. Under the heading *Activities*, write "go to school." Ask:

- What evidence do you leave behind that you have been at school?

Discuss students' answers and list the evidence on the chart. Together, establish a definition for the word *evidence*.

Identifying Evidence

1. Have students create a chart similar to the one started as a class. Have them list activities that they do in a typical 24-hour period, then think of any evidence left behind. List their responses.
2. Have students meet in small groups or in pairs to compare charts. Meet as a large group to discuss the charts. Questions like these will prompt observations:
   - How did your charts compare?
   - Which activities left no evidence behind?
   - Is there any evidence that could be found by someone many years from now?
   - Which of the activities do you think a future historian would be most likely to learn about?
   - What might someone learn about life in our community from the evidence listed in the charts?
3. Ask:
   - Do you think any of your activities left evidence somewhere else?
   - Did you leave a phone message, send an e-mail or a letter, fill out a form, pass a note to a friend?
   - Would someone else be able to tell about your activities from that evidence?
   - Who could someone interview to find out whether you really did the activities you listed?

Reflecting

1. Introduce the vocabulary: *document*, *artifact*, and *oral history*. Have students reflect on the type of evidence they have talked about by completing sentences like these in their journals:
   - An example of evidence that is a document is . . .
   - An example of evidence that is an object or an artifact is . . .
   - An example of evidence that someone might tell, an oral history, is . . .
2. Have students find examples of documents and artifacts in the classroom that people could use to find out about the classroom and the school. Invite them to imagine what historians entering the classroom 100 years from now might learn. They can record their observations on Download Sheet R:1.

Introducing the Project

Explain that for the next several sessions students will find out how historians and archeologists learn about the past. They will see how documents, objects, pictures, photographs, and oral stories provide information about the past. They will observe these items, make inferences about them, and ask questions about the events and people they encounter through this evidence, then create a time capsule that contains evidence of a time in the past.

Assessment Opportunity

Can students define *evidence* and give a range of examples? Do students appear interested in the unit? Do students participate in discussion? Are they willing to share ideas and listen to the ideas of others?

Lesson 1

What do documents tell us about the past?

Purpose:
- identify documents as primary sources
- examine and communicate conflicting points of view
- locate relevant information about key personalities

Materials:
- personal documents you are willing to share
- students' personal documents
- Personal Document Analysis (Download Sheet R:2)

Time:
2 to 3 sessions

Starting Out

1. Show students some documents that tell about you as an individual (birth certificate, marriage and drivers' licenses, library card, a utility bill, passport, credit cards, health cards, transcripts from school, teaching certificate.) Ask:
   - Which of these documents do you think would tell someone a lot about me?
   - Which of these documents could apply to almost anyone?
   - What do these tell us about the society we live in? About life today?
2. Ask students to bring in a document that they are willing to share that tells something about themselves. Distribute Download Sheet R:2 for them to complete, then discuss what they have recorded.
3. Explain that the documents they have shared are considered by historians to be primary sources. Primary sources are created by people of the time and have not been altered or interpreted by others. Secondary sources are created by people removed from the time, person, or event, and are based on primary sources.

Using the Video

1. Explain that you will be showing a video about John Jewitt, whose journals are the primary source for the video.

   Show the video chapters, offering a synopsis before viewing (see chart, page 61).
2. After viewing the first chapter ask:
   - What did Jewitt tell you about the people? The events?
   - What questions do you have for Jewitt?
3. Show the second video chapter. After viewing ask:
   - Are any of your questions for Jewitt answered?
   - What did you learn from Jewitt about his captors?
   - How do you think Jewitt felt about his experiences?
   - Why do you suppose Jewitt went to such lengths to write about his experiences? Why did he try to peddle his tale to anyone who would listen?

Considering Points of View

1. Have your pre-arranged visitor come to the class unannounced, tell you the unexpected situation, then leave.
2. Have students record what they have just witnessed, in as much detail as they can. Do not give much direction.
3. Have students read aloud their descriptions. Compare the details they included. Discuss whether they offered only observations or if they interpreted as well. Ask:
   - Why are your writings different?
   - How does your own point of view influence what you choose to write? What you observe?

Reflecting

1. Discuss point of view in the video chapters they have seen. Ask:
   - Whose point of view are we offered?
   - Do we ever get Maquinna's point of view?
   - How did the Aboriginals pass on their stories?
2. Have students tell the events of Jewitt's capture and release from Maquinna's point of view, without writing or reading anything in preparation. Invite students to share their versions.

Assessment Opportunity
Students' written work can be entered in portfolios. Are students able to explain how documents help us understand the past? Do they understand that the creator of a document like a journal has a point of view that influences the writing?

Lesson 2

Purpose:
- identify visual images as primary sources
- make observations and inferences based on photographs

Materials:
- photographs brought to school by students

Time:
2 to 3 sessions

What do visual documents tell us about the past?

Starting Out

1. Have students bring a photograph to class (as old as possible, and preferably not a school portrait). Have students look carefully at their photos and then write a description of what they see. Explain that the description should include only observations, and that it should be clear enough so that people who can't see the photograph can tell what it looks like.
2. Have students meet in pairs to share their photos and descriptions. Encourage them to work together to edit and clarify their descriptions.
3. Have pairs of students exchange photographs. Each student records inferences about the photograph, as well as any questions he or she has. Then pairs can meet and discuss their inferences and why they made them, as well as answer one another's questions. Students may need to consult with family members to check an inference or answer a question.

Using the Video

1. Ask students to watch the video carefully. Turn off the sound and show the video chapter (see chart, page 61).
2. After viewing the video ask questions like these:
   - What sources were used for this video chapter? (Photographs)
   - The photos were from around the same period of time. When do you think they were taken?
   - Do you think the photos were all taken by the same person? Why?

Creating Text for Photos

1. Show the video, with no sound, again. Explain that, after viewing, pairs or small groups of students will be creating a narration for some of the visual images. Stop the video several times as you show it so that students can observe photographs and take notes.
2. Have students write their narration.
3. Students can read their work aloud, explaining on which photographs they focused. Play the video again, this time with the sound. Compare the narration on the video to the narration created by the students.
4. Pause the video on one of the photos and ask:
   - Who do you think took this photograph?
   - Why do you think the person took this photograph?
   - Do you think the photograph was posed or is it candid?
   - What questions would you like to ask the photographer?

Reflecting

1. Ask:
   - Writers of journals, diaries, and letters have a point of view. Do you think photographers have a point of view as well?
   - Why do you think it is important to know something about who took the photograph?
   - What is the difference between an inference and an observation?
2. In their journals, students can record their thinking about photographs as a way of learning about the past. You may decide to have them choose to complete sentences like these:
   - The difference between an observation and an inference is . . .
   - Photographs can help us learn about the past because . . .
   - When you look at a photograph as a historian you should . . .

Assessment Opportunity
Were students able to write clear and comprehensive descriptions of their photographs? Could students formulate inferences and questions based on the visual image?

Lesson 3

How does oral history help us learn about the past?

Purpose:
- identify oral history as a primary source
- create a story to convey ideas
- use tone and body language to enhance storytelling

Materials:
- none

Time:
2 to 3 sessions

Starting Out

1. Discuss oral history. Ask:
   - How do you know a lot of things about your parents and family?

   Explain that much of what we know about our families comes from stories we hear from family members, and that some cultures use oral storytelling as a way of remembering their past. Even today, we interview people, and tape their stories, to learn more about times such as the Depression and the Holocaust.
2. Have students bring to class a story about something that happened to their family, or other people they live with, in the past. Remind them that it should be a story they are comfortable retelling. Some suggestions include:
   - how their parents met
   - something that happened to a family member at their age
   - when a family member did something embarrassing, heroic, funny
   - how parents and grandparents celebrate a holiday

   Set aside time for storytelling sessions over several days and invite students to share their stories.

Using the Video

1. Show the video chapters, offering a synopsis before viewing (see chart, page 61).
2. After viewing ask questions like these:
   - What is the same about the storytellers and their stories? What is different?
   - How were sounds and images used to help tell the story?
   - What do we learn about the people, events, and the times from stories like these?

Telling Stories

1. Choose a topic for students' storytelling.

   You might consider your Social Studies curriculum and choose a relevant event or personality. Consult the Episode Summaries (pages vi-viii) and show a video chapter relevant to the topic you have selected. Provide additional research resources as well.

   Alternatively, you may decide to have students focus on a current event for their story. If so, provide newspapers and magazines and encourage students to view news shows.
2. Divide the class into small groups. Explain that their task is to create a story about the topic to tell another group. They may not use writing in their preparation of the story and should focus on how to tell the story to ensure that the telling is effective. Remind them to pay attention to body language, intonation, and eye contact. Explain that they must work co-operatively to create a story that they all think is good.
3. Have small groups meet to tell one another their stories.

Reflecting

1. Have groups then tell to the class the story they heard, not the one they created. After each telling the group that originally told the story can comment on how they think the story has changed.
2. Students can reflect on this storytelling experience by writing their impressions. These sentence starters might help reluctant writers begin:
   - Storytelling is an important way for historians to learn about the past because . . .
   - A memorable story must be . . .
   - Hearing and telling stories about our past is . . .

Assessment Opportunity

You may want to tape the stories and keep them as portfolio entries. Were students able to work together to create and tell a story? Did students contribute by asking questions and building on the ideas of others? Are students able to explain storytelling as a way of finding out about our past?

Tying It Together: What evidence could be left behind?

Purpose:
- demonstrate an understanding of how historians work
- identify a range of primary sources
- analyze, synthesize, and evaluate historical information

Materials:
- research resources such as historical atlases, textbooks, biographies, electronic encyclopedia programs, and videos
- a variety of art materials such as modelling clay, construction paper, pieces of cardboard, fabric swatches, yarn, interesting papers and drawing materials
- Researching the Past Assessment Rubric (Download Sheet R:3)
- Researching the Past Self-Assessment Form (Download Sheet R:4)

Time:
2 to 4 sessions

Starting Out

1. Ahead of time, collect objects found in the school (a stapler, ceramic coffee cup, computer disk, basketball, pen). Choose one of the objects and ask:
   - Imagine someone finding this hundreds of years from now. How might they describe it? What might they learn about us?
   - Why might they be researching our time?

   Repeat for other objects, each time asking students to make observations and inferences. Introduce the term *artifact* as an object created by humans for a purpose.
2. Ask students to look around the room and select one object that they think would tell a future historian the most about them and what went on in the classroom. Have students share their selections and explain their choices.

Using the Video

1. Explain that students are to view the video as historians, noting how the information is presented. Encourage them to keep track of the primary resources used, and to note any documents and visual images used, and who is telling the story. Show the video chapter, offering a synopsis before viewing (see chart, page 61).
2. After viewing, students can read aloud their lists of documents and artifacts used to share information. Ask:
   - Imagine arriving at the sites you saw today. What artifacts would you have found?
   - How do you suppose the creators of the video knew how to dress the people? What artifacts to show?
   - What questions do you have for the creators of this video?

Designing and Creating a Time Capsule

1. Have students discuss what they would put in a time capsule for future historians to find out about them. Encourage them to think of including documents, visual images, artifacts, and even audio tapes of stories. With each suggestion have students explain what they think historians would learn about our period in history and about us as people.
2. Explain to students that they are going to create a time capsule for a specific period in time. To designate time periods, choose one that relates to the Social Studies curriculum, have each group choose a time, or hold a lottery in which students draw a time period.
3. Have students research their chosen time period. Next, have them decide what kinds of items would be in a time capsule for that period. Using a variety of research materials, they can draw or create those items. Explain that they should include several objects so that future historians could observe and infer a lot about people, society, and events of the chosen point in time.

Reflecting

1. Students can present their time capsules to the class or to an extended audience (other classes, on curriculum night, as a display in the school).

   The audience can take on the role of historians and tell what they observe the contents to be and then make inferences about the people and time period.
2. Have students reflect on how history is interpreted by people. Students may respond verbally or in writing to questions like these:
   - What do you think historians need to think about?
   - What questions do you have about learning about the past?
   - What would you rely on the most when researching the past?
   - Do you like using primary sources to learn or would you prefer to learn from history textbooks?

Assessment Opportunity
Print Download Sheets R:3 and R:4 from http://cbc.ca/historys/elemdownload.html.

Connecting the Curriculum

1 A Museum Visit

Students can see artifacts, documents, and images from the past at museums. Call ahead of time to arrange for students to meet a curator. Have students prepare questions and interview the curator to find out more about how a museum collects, cares for, and displays exhibits. Spend time at an exhibit of artifacts of an ancient civilization. Students can write a description of an artifact, detailing observations, listing inferences, and then creating questions based on both.

Students can also visit libraries or historical buildings to view primary documents, then share their observations and inferences with the class.

2 Whose Point of View Is It?

Have students further explore points of view. Create a set of statements on a topic and ask students to work in small groups to decide whose points of view might be expressed in each statement. For example, these statements might be considered for the topic of television:

- Television shows should be rated for viewing.
- Children spend too much time watching television and not enough time outdoors.
- Television is one of the greatest inventions ever, bringing the world into peoples' homes.
- Television has changed the world for the better.

Students can choose a topic and create their own statement set for others to consider.

3 Documents, Stories, and Images

Have students research the community to find out more about what it was like in the past. As community historians, they can visit the local library to view documents about the neighbourhood, contact the city or town hall to find out how to obtain records and maps of the area, arrange interviews with seniors in community senior homes, or contact the local ratepayer organizations. They might also wish to interview people who have lived in the community for a long time and to tape their stories.

4 Experimenting with Objects

Historians rely heavily on the artifacts of an area or time period to learn about the people and the events of the past. Have students set up experiments to learn more about how different materials weather over time. They can choose a selection of materials (paper, cardboard, clay, plastic, metal, cloth, thread, leather, and so on). They then bury the materials in soil or immerse them in water for a period of time to see how the items change. Students will need to think carefully about the variables they are controlling before starting the experiment.

5 Travel Images

Students can visit the Web site: www.library.yale.edu/beinecke/illus.htm.

Here they will find original paintings created by travellers after returning from voyages. Invite students to write text for the images, or to act as historians and write what they see in the images and what they infer from them. Finally, they should create a set of questions they would like to ask the person who created the image.

Shawnadithit

Oral Traditions and Culture

How do culture and identity survive?

Overview

Students will explore, through selected video chapters and drama/dance exploratory activities, the history of Canada when it was the land of the First Peoples. Through the story of Shawnadithit, the last surviving Beothuk, students will deal with such questions as: What does it mean to be the last remaining member of a group? How were experiences passed down and memories preserved through generations before print and video? How is it possible for a whole people to become extinct? How can the experiences of a group of people be preserved for the future when there is no one left to tell the tale?

Students will brainstorm characteristics that define Canadians. They will create dramatic tableaux to show the story of the Beothuk, and take one another's place so they can view their own tableaux. Next, they will explore the puberty ritual of the visionquest in Aboriginal culture, and choose objects, rituals, and movements to create their own puberty ritual. Students next participate in a corridor of voices, sharing the ideas they think might have been in Shawnadithit's mind. Finally, students create a dramatic anthology to share Shawnadithit's story.

Curriculum Correlation

Visit http://cbc.ca/historys/elementary.html to find how the activities in this project relate to the curriculum in your province/territory. This information can be downloaded and printed for addition to the Support Materials section of this Teacher Resource Package.

Planning Ahead

- Students will discuss, test, and rehearse their drama and dance works. They will need sufficient space to work, as well as private space where they will not disturb or be disturbed by others.
- Collect resources about the Beothuk (several are listed below) and provide library and online research time.
- For Lesson 3, you will need to clip a variety of comic strips from the newspaper, white out the dialogue, and make copies for the students. Keep an original copy of each strip. The strips should be ones whose characters are familiar to students.
- Visit http://cbc.ca/historys/elemdownload.html to print Download Sheets O:1, O:2, and O:3.

Materials You May Need to Collect

- Starting the Project: slips of paper with such group names written on them as clowns, hockey players, farmers, children, artists, and so on.
- props and other objects students request

Resources

Books

- Beckel, Annamarie. *All Gone Widdun*. St. John's, NF: Breakwater Books, 1999.
- Boal, Augusto. *Games for Actors and Non-Actors*. London: Routledge, 1992.
- Booth, David. *Story Drama*. Markham, ON: Pembroke Publishers Ltd., 1994.
- Lenski, Lois. *Indian Captive: The Story of Mary Jemison*. New York: Harper Trophy, 1995.
- Marshall, Ingeborg. *Beothuk of Newfoundland—A Vanished Past*. St. John's, NF: Breakwater Books, 1989.
- Marshall, Ingeborg. *A History and Ethnography of the Beothuk*. Montreal: McGill-Queens University Press, 1996.

CAPH, Vol. One, book reference
Chapter 1, pages 1-11; 14-16; 30-42; Chapters 2 and 6

- Major, Kevin. *Blood Red Ochre*. Toronto: Doubleday Canada, 1989.
- Pastor, Ralph. *Shawnadithit's People*. St. John's, NF: Breakwater Books, 1991.
- Swartz, Larry. *Dramathemes*. Markham, ON: Pembroke Publishers Ltd., 1995.
- Yolen, Jane. *Encounter*. San Diego: Voyager Books/Harcourt Brace and Company, 1992.

CD-ROMs

- *Microsoft Encarta, 97: The Complete Interactive Multimedia Encyclopedia*. C&P., 1997 Microsoft Corporation.
- *2000 Canadian Encyclopedia*. McClelland & Stewart, 2000.

Videos

- *Arctic Winter Games*, CBC
- *History Lands: Death of a Nation, Village of Nan Sdins, BC*, McNabb & Connolly
- *Inuit Throat Singers*, CBC
- *Northern Icons*, CBC

Hotlist

- The Beothuk of Newfoundland: www.chebucto.ns.ca/~ae050/beothuk.html
- brittanica.com: www.search.britannica.com/
- Beothuk History: www.dickshovel.com/beo.html

Video Summaries

The following are synopses of video chapters used in this project.

Lesson 1: How can we use our bodies to tell stories of the past?

Episode 1:
When the World Began
> Episode Beginning (4:38-11:54)

Viewers learn about the life of Shawnadithit, the last remaining Beothuk in Newfoundland, and about William Cormack, the man whose true story has allowed generations to hear about the life of Shawnadithit.

Lesson 2: What important times in their lives do people want to share?

Episode 1:
When the World Began
> Visionquest (23:27-27:26)

In this video chapter, students learn of the settlement of North America by many different Aboriginal peoples. The chapter includes a variety of creation stories, various aspects of Aboriginal culture, and the rites surrounding the coming of age of a young warrior.

Additional Video:
Episode 10:
Taking the West
> Opening Vignette*

Lesson 3: What was Shawnadithit thinking?

Episode 1:
When the World Began
> A Continent of Nations (47:13-54:12)

The third video chapter concludes the story of Shawnadithit.

* At the time of publication, the title and time for this video chapter was unconfirmed. It will be posted at http://cbc.ca/historys/elementary.html after September 2001.

Starting the Project: What do we want people to know about us when we are gone?

Purpose:
- describe the relationships among the various cultural groups in North America

Materials:
- five slips of paper with various group names written on them (clowns, hockey players, farmers, children, artists)
- box
- Drama/Dance Terms (Download Sheet 0:1)

Time:
1 session

Starting Out

On each of several slips of paper, write a group name, such as clowns, hockey players, farmers, children, artists, and so on. Place the slips of paper in a box.

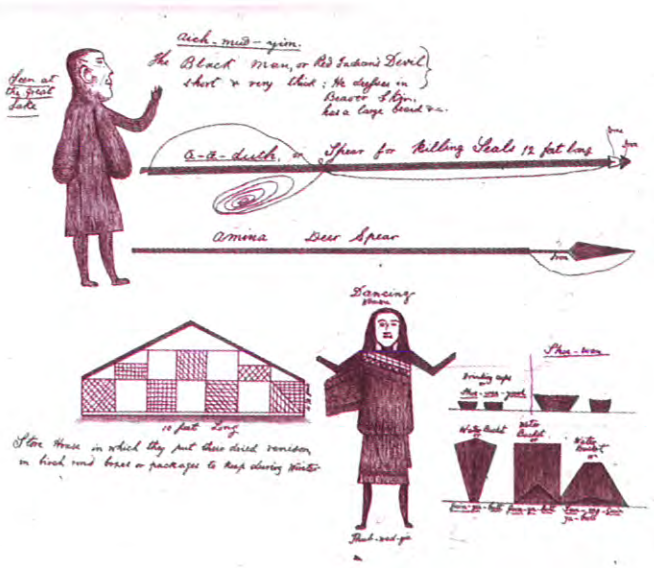
On the board, write: If we were the last _____ on the planet Earth, we would want people to know . . .

Have a student pick a slip of paper and tape it over the first blank in the sentence you have written. Have the students brainstorm all of the things they would want people to know about them if they were the last of the indicated group on Earth. Repeat with the other slips of paper.

Describing Canadians

1. Remove the last slip of paper and write the word *Canadian* in the blank. Ask:
   - What would you want people to know about Canadians if we became extinct in the year 2001?

   Record students' answers on the board.
2. Write the word *Beothuk* on the board. Explain to the students that this is the name of a group of people who are now extinct. They lived in Newfoundland until the 1800s. Ask:
   - Who has heard of the Beothuk?



Reflecting

1. Ask:
   - How would you feel if your group were forgotten by history?
   - How do you think the Beothuk would feel if they knew they were going to become extinct?

Assessment Opportunity
Brainstorm with the students a list of all of the appropriate behaviours for success in drama (concentration, focus, willingness to take a risk, willingness to accept the work of others, support for the work of others, ability to work with others, and so on.) With the students, create the rubric that will be used to assess their daily class work throughout this unit.

Introducing the Project

Explain that for the next several sessions students will be finding out about the Beothuk. They will work together to tell the story of the Beothuk through drama and dance, so that this people, who no longer exist in this country, will not be forgotten. You may wish to print Download Sheet O:1 for a full list of drama/dance terms, and their definitions, used in this project.

Lesson 1

Purpose:
- demonstrate an understanding of the theories related to the origin of the Aboriginal people, and identify some consequences of Aboriginal and European interaction
- create, rehearse and present drama and dance works to communicate the meaning of other source material drawn from a wide range of cultures

Materials:
- chart paper
- markers

Time:
2 sessions

How can we use our bodies to tell stories of the past?

Starting Out

1. Divide the class into two groups. Ask Group 1 to think of and list all of the visual aids we use to help us learn about the past. Ask Group 2 to think of and list all of the written aids we use.
2. Have each group share its list and add to the other group's list. Ask:
   - How did people pass on information before writing and photography?

Using the Video

1. Show the video chapter, providing students with a synopsis before viewing (see chart, page 69). Remind them that this video is a documentary—a film or play about real people and real events—in which an actor brings William Cormack's story to life.
2. After viewing, review the following words and phrases to make sure students understand them:
   - remnant of the past
   - ochre
   - specimen to be studied
   - to our mortification
3. On the board, write the phrase "Unravelling the mystery of her people's fate had become Cormack's obsession." Ask:
   - What does this statement mean?
   - What are the possible answers to the mystery of what happened to the Beothuk?

Showing the Story of the Beothuk

1. Divide the class into two groups. Ask each group to choose one of the possible answers to the Beothuk mystery and to create a tableau (a silent group of people frozen in time to represent a scene, idea, or theme), using everyone in the group, to show what happened.
2. Have each group share its tableau. As a class, discuss what is being shown in each tableau.

Reflecting

1. Partner each student in Group 1 with a student from Group 2. Have Group 1 share its tableau again. Have each student from Group 2 stand beside his or her partner in the tableau and recreate that student's position exactly. Have all of the Group 1 students leave the tableau and become the audience so that they can look at their tableau objectively.
2. Have the students in Group 1 suggest ways to make the group's tableau communicate more clearly. Students can reposition people in the tableau to make improvements.
3. Repeat the process for the tableau created by Group 2.

Assessment Opportunity
Have students create a checklist of the characteristics of a good tableau (idea is clearly communicated through facial expressions, body position, use of levels, and so on). Have students use the checklist to self-assess their own tableau.

Lesson 2

Purpose:

- demonstrate an understanding of the theories related to the origin of the Aboriginal peoples, and identify some consequences of Aboriginal and European interaction
- write in role in various forms, showing an understanding of dramatic complexity of the situation, and using appropriate vocabulary, tone, and voice

Materials:

- chart paper
- marker
- research materials as needed

Time:

2 sessions

What important times in their lives do people want to share?

Starting Out

1. Challenge students to brainstorm events that happen in the natural world, such as a sunrise, a snowstorm, the birth of a butterfly, and so on. Record their responses.
2. Choose one of the responses and ask:
   - Why does this happen?
   - Where did you hear that answer?
   - How do you know it is correct?

Using the Video

1. Show the video chapter, providing students with a synopsis before viewing (see chart, page 69).
2. After viewing the video, ask:
   - What were the stories about that you heard?
   - How do these stories help tell about a way of life?

Creating Rituals

Visionquest

1. Focus students' attention on the visionquest, as shown in the video, explaining that it is a puberty ritual. Ask:
   - What did you learn about a young Aboriginal boy becoming a man?
   - What rituals were part of the visionquest?
2. Discuss contemporary rituals (weddings, funerals) as well as things that change for young females and males as they enter puberty (body changes, changes in responsibility). Then, as a class, develop an imaginary contemporary ritual to initiate a young female and a young male into adulthood. The ritual might include symbolic objects, special apparel, and should include a statement by each student of a hope for his or her future. Plan and enact the ritual.

Reflecting

1. Explain that there may have been a puberty ritual for young Beothuk females, but that we have no record of it. Challenge students to write in role as Shawnadithit as a young girl before she was separated from her people. Have them imagine her thoughts and feelings shortly after reaching puberty, and include her statement of her hopes and dreams for her future.

Assessment Opportunity

Ask students to write about whether or not their class ritual would be meaningful for them if it were a real one. Have them include suggestions for making the ritual more meaningful.

Lesson 3

Purpose:
- demonstrate an understanding of the theories related to the origin of the Aboriginal peoples, and identify some consequences of Aboriginal and European interaction
- create, rehearse, and present drama and dance works to communicate the meaning of other source material drawn from a wide range of cultures

Materials:
- copies of comic strips with dialogue whited out
- research materials about the Beothuk
- Oral Traditions Self-Assessment (Download Sheet 0:3)

Time:
2 sessions

What was Shawnadithit thinking?

Starting Out

Clip a variety of comic strips from the newspaper, and write the captions for each panel on a separate sheet of paper. White out the captions on the original comic strips.

Circulate the original comic strips and challenge students to fill in the missing captions. When they are finished, invite them to share what they wrote. Ask:

- How did you know what to write?
- How would knowing about the characters help you complete the comic strip?
- Who came close to completing the dialogue as the cartoonist wrote it? Why?

Using the Video

1. Show the video chapter, providing students with a synopsis before viewing (see chart, page 69).
2. After viewing the video, ask:
   - What happened to Shawnadithit in the end? Are you surprised?
   - How do you think her life would have been different if the Europeans had never come to North America?

Shawnadithit's Corridor of Voices

1. Explain to students that they are going to create a corridor of voices by expressing a range of thoughts and feelings that represent Shawnadithit's thoughts. (A corridor of voices is a formation used for exploring the inner life of a character in drama. A chosen character moves through the "corridor" (two lines of students facing each other), which is made up of others who represent his or her thought or conscience. As the character passes through the corridor, the voices of those in the corridor express a range of thoughts and feelings.) To prompt ideas, ask questions such as:
   - What do you think Shawnadithit thought of her life with Cormack? Of Cormack?
   - What do you think she missed about her people?
2. Have students stand in two lines facing one another to create a corridor of voices. Tell them that you are going to walk through the corridor as Shawnadithit. As you do, each student will speak a sentence revealing something Shawnadithit might have been thinking during the time she spent with Cormack.
3. Debrief the corridor by discussing the various thoughts people spoke and whether or not other thoughts might have been added.
4. Form a second corridor. Ask for a volunteer to walk through as Shawnadithit. Have the students in the corridor speak as the voices of her ancestors, saying the words they think her ancestors would have wanted her to hear. Debrief this corridor by discussing the thoughts that were spoken and whether others could have been added.

Reflecting

1. Have students do further research about the Beothuk, using materials collected in the classroom, as well as any relevant Web sites or other electronic media. Have students organize their new knowledge of the Beothuk on chart paper.

Assessment Opportunity

Have students self-assess, on Download Sheet 0:3, their dramatic work in the areas of tableau, ritual, and corridor of voices. Include these self-assessments in their portfolios along with their writing in role as Shawnadithit. Create a rubric with the students to use to assess the culminating event of the unit.

Tying It Together: How can you dramatize the story of the Beothuk so that they are not forgotten by history?

Purpose:
- demonstrate an understanding of the theories related to the origin of the Aboriginal peoples, and identify some consequences of Aboriginal and European interaction
- create, rehearse, and present drama and dance works to communicate the meaning of other source material drawn from a wide range of cultures

Materials:
- chart paper
- marker
- Oral Traditions Assessment Rubric (Download Sheet 0:2)
- Oral Traditions Self-Assessment (Download Sheet 0:3)

Time:
3 sessions

Starting Out

1. Ask:
   - What concerns you most about the story of the Beothuk?
   - How could we make sure that people will always remember the story?
   - What dramatic methods that we used to discover the story were most effective? Why?
2. Record the various dramatic methods used in this project (tableaux, ritual, writing in role, corridor of voices). Record students' descriptions of the effectiveness of each method.
3. Brainstorm and record other methods that students discussed for keeping traditions alive (storytelling, music, dance).

Dramatizing the History of the Beothuk

1. Together, revisit the important information gathered about the Beothuk. Record it, in the order it happened, on chart paper.
2. Spend time discussing which dramatic methods could be used to tell the story of the Beothuk, and how they could be used.
3. Together, record the group plan for creating its dramatic work. Some suggestions include:
   - Begin with the whole class in a grand tableau showing the Beothuk at peace in their land before the arrival of Europeans. Have one section at a time of the tableau "come alive" to highlight a moment from their lives based on the information gathered. Change the grand tableau to a final tableau of the last group of Beothuk alive, packing up, moving, falling ill, and so on.
   - Create a drama anthology (a collection of materials such as letters, songs, poems, speeches, monologues, diaries, photographs) that represents aspects of life in a certain historical period or aspects of the life of a person, real or fictional). Have students write a variety of scripts of events in the lives of the Beothuk (for example, several entries in Cormack's diary), then bring the scripts to life through role-playing, movement, and tableaux.
   - Create a series of dream sequences in which Shawnadithit's ancestors speak to her. Groups of students could bring each dream sequence alive in a variety of ways.

Reflecting

1. Have the class present its dramatic work for an audience (another class, parents). Invite the audience to ask questions and encourage students to describe how they chose to share the story of the Beothuk, why they chose that method and why they think it is effective, and any other details they wish to share.

Assessment Opportunity
Print Download Sheets 0:2 and 0:3 from http://cbc.ca/historys/elemdownload.html.

Connecting the Curriculum

1 History in Words and Movement

Choose a current event and gather relevant visuals (news photos, videotapes) and written documentation (newspaper, magazine, or Web articles). Have students view the materials and discuss the different ways the event is described, and whose points of view are offered. Challenge students to tell the story, in role as an eyewitness, using only words and movement.

2 Storytelling Circle

Invite students to research a family story that they are willing to share with the class (the funniest thing they ever did as a child, a family adventure). Create a storytelling circle and spend time sharing stories. Consider enlisting the help of parent volunteers to hold your storytelling circle around a bonfire at dusk in a local park. Be sure to obtain all necessary permits.

3 An Aboriginal Guest

Invite an Aboriginal storyteller, dancer, or musician to the class to share traditional stories, dances, or songs.

4 The Holocaust

The Holocaust was Hitler's attempt to cause the extinction of the Jews and others whom he deemed different. Discuss the Holocaust with the students, asking such questions as:

- Why do you think it is important for Jewish people to talk about the Holocaust?
- Why do you think Jewish people want to remind people of what happened?
- Who speaks for the Beothuk today?

Provide research materials in the classroom to help students understand the issues, and, if possible, take them to a Holocaust Memorial Centre where they can learn more.

5 Another Point of View

Have students research a major event from Canadian history (internment of the Japanese during the Second World War, the FLQ Crisis, Meech Lake, the signing of the new Constitution). Challenge them to choose a minor character in the event, whose voice is not usually heard in historical accounts, and to role-play an account of the event from that person's point of view.

Signing of the Constitution, 1982

Martin Frobisher

Taking Risks

Why did early explorers come to explore Canada?

Overview

In this project students investigate the people who explored Canada. They consider why explorers left their homes for these harsh journeys, and form ideas about the personality traits of people who would undertake such an expedition.

Students consider the expeditions of several explorers; their successes, failures, and hardships; and then create campaigns to recruit explorers to Canada.

Students discuss the benefits and drawbacks of establishing trading relationships from both European and Aboriginal viewpoints, then prepare a set of questions they would like to ask an explorer before and after an expedition.

Finally, each student chooses an explorer to research. Students use the information they have gathered to create a timeline that includes dates of explorations, then make commemorative plaques with words of wisdom from or about the explorer, to add to the timeline.

Curriculum Correlation

Visit http://cbc.ca/historys/elementary.html to find how the activities in this project relate to the curriculum in your province/territory. This information can be downloaded and printed for addition to the Support Materials section of this Teacher Resource Package.

Planning Ahead

- Collect research resources.
- In Lesson 3 students write and role-play an interview. Have students watch interviews from talk shows or newscasts to gain a better understanding of the interview process.
- Visit http://cbc.ca/historys/elemdownload.html to print Download Sheets TR:1, TR:2, and TR:3.

Materials You May Need to Collect

- Lesson 2: props as requested by students
- Tying It Together: large wall map of Canada, at least one good-sized piece of cardboard for each student

Resources

Books

- Asimov, Isaac. *Henry Hudson: Arctic Explorer and North American Adventurer*. Milwaukee: Gareth Stevens, 1991.
- Fritz, Jean. *Around the World in a Hundred Years: From Henry the Navigator to Magellan*. New York: Scholastic, 1994.
- Metcalf, Doris Hunter. *Portraits of Outstanding Explorers*. Torrance, CA: Good Apple Books, 1996.
- Sansevere-Dreher, Diane. *Explorers Who Got Lost*. CITY: Tom Doherty Associates, Inc, 1992.

CAPH, Vol. One, book reference
Chapters 1, 2 and 6

CD-ROMs

- *Microsoft Encarta, 97: The Complete Interactive Multimedia Encyclopedia*. C&P., 1997 Microsoft Corporation.
- *2000 Canadian Encyclopedia*. McClelland & Stewart, 2000.

Videos

- *History Bites: Cartier Does Canada*, McNabb & Connolly
- *History Lands: Red Bay Whaling Station, Newfoundland*, McNabb & Connolly
- *History Lands: Through the Northwest Passage – St. Rock, BC*, McNabb & Connolly
- *Life & Times: Captain Bob Bartlett*, CBC
- *The White Fleet*, CBC

Hotlist

- Discoverers by Alphabet: www.win.tue.nl/~engels/discovery/alpha.html
- Educator's Choice Search: www3.ns.sympatico.ca/educate/explorers.htm
- European Exploration on the Northwest Coast: http://mmbc.bc.ca/source/schoolnet/exploration/ee_nwc.html
- Exploration of the Northwest Passage: http://collections.ic.gc.ca/arctic/explore/intro.htm
- Explorers Theme Page: www.cln.org/themes/explorers.html
- Henry Hudson: www.georgian.net/rally/hudson/hudson1.html
- The Virtual Museum of New France – The Explorers: www.mvnf.civilisations.ca/explor/explcd_e.html

Video Summaries

The following are synopses of video chapters used in this project.

Lesson 1: Why did explorers come to what is now Canada?

Episode 2: Adventurers and Mystics
> Episode Beginning (3:51-15:37)

Episode 3: Claiming the Wilderness
> Opening Vignette (00:00-3:04)
> Episode Beginning (3:45-12:40)

These video chapters tell of the voyages of Martin Frobisher, who set out from England in 1576, and René-Robert de La Salle, who left France in 1682.

Lesson 2: What were the consequences of Aboriginal-European contact?

Episode 2: Adventurers and Mystics
> Champlain's Gamble (23:09-32:25)
> The Price of Friendship (32:25-39:22)
> A Frenchman Among the Huron (35:22-46:36)

These video chapters present the explorations of Samuel de Champlain and show how the relationships of the French and the Aboriginals developed. Although Champlain was not the first French explorer to arrive in New France, he was among the first to have the idea of creating lasting settlements.

Lesson 3: What challenges did explorers face?

Episode 6: The Pathfinders
> Opening Vignette (00:00-3:40)
> Episode Beginning (4:22-11:11)
> The River Route (11:11-16:13)

Each of these video chapters features an explorer, detailing his ambitions and motivations, as well as the results of his explorations.

Additional Video: Episode 6: The Pathfinders
> Life at the Bay (16:13-20:37)
> A Journey to the North (20:37-26:45)

Tying It Together: What did the explorers leave behind?

Episode 6: The Pathfinders
> Opening and The Columbia (hr. 2, 00:00-15:00)
> The Masterwork (hr. 2, 34:54-38:19)
> A New Era (hr. 2, 46:07-50:16)

These video chapters tell the story of David Thompson, who left London for Canada at age 14 to work as a clerk for the Hudson's Bay Company. He fell in love with the country and became obsessed with finding and mapping a trade route to the Pacific. He never returned to England.

Starting the Project: What is left to explore?

Purpose:
- introduce students to the topic of explorers and exploration
- identify factors that influence people to move to another place
- identify factors that influence people to move away from a place
- use appropriate vocabulary as introduced

Materials:
- large sticky notes
- Be an Explorer (Download Sheet TR:1)

Time:
1 session

Starting Out

1. Begin by writing the word *exploration* on the chalkboard. Ask:
   - What do you think of when you think about exploration?
   - What places have you explored?

   Encourage students to list words and phrases in their journals, then have them share their thoughts. Record their ideas as a mind map.
2. Continue the discussion by asking:
   - Who can you think of who was an explorer in the past?
   - Who can you think of who is an explorer today?

   List the explorers and keep the lists posted for students to add to during the unit.

Being Explorers

1. Engage students in thinking about current-day explorers by asking:
   - What do you think there is left to explore today?

   Encourage students to think of *explorers* as people who explore ideas and problems as well as places.
2. Have students work individually or in small groups to think further about exploring in today's world. They can consider responses to questions like:
   - What or where would you choose to explore? Why?
   - What would you need to know before you started to explore?
   - Who might you want to talk to?
   - What might be the value of your exploration?
3. Have students write a report to share their ideas, or record their thinking and decisions on Download Sheet TR:1.

Reflecting

1. Have students share the results of their work. Ask:
   - What might you say to other people to convince them to join an exploration?

   Challenge them to prepare a short commercial or slogan to promote their exploration idea.
2. Consider together the characteristics of an explorer. Questions like these prompt reflection:
   - What do you suppose makes a person go to a new place?
   - What kind of person do you think an explorer is?
   - What types of challenges do you think explorers encounter?
3. Finally students can record personal reflections on exploring by recording and completing sentences like these:

   If I were to explore a new place I would need . . .

   I know that I could (could not) explore a new place because . . .

   People who left Europe long ago to come to Canada must have been . . .

   Going into outer space would be . . .

   The first astronauts into outer space must have been . . .

Assessment Opportunity
Students' participation in discussion and their personal reflections allow you to gain insight into their initial interest in the topic of exploration. You might ask students to consider whether they are the type of individual who would set out on an adventure.

Introducing the Project

Explain that for the next several sessions students will learn about the people who came to Canada as explorers. They will learn why they came, what challenges they faced, and how they related to Aboriginal peoples and to each other. Finally they will research an explorer of their choice and create a classroom display showing explorers' Words of Wisdom.

Lesson 1

Why did explorers come to what is now Canada?

Purpose:
- identify early explorers who established settlements in Canada and explain the reasons for their exploration
- describe the origin and development of settlement in New France
- demonstrate an understanding of why people came to live in New France

Materials:
- chart paper and marker
- poster paper
- drawing and art materials

Time:
2 to 3 sessions

Starting Out

1. Explain that, beginning largely in the 1600s, the French and British began to explore what is now Canada. These early European explorers set out on their voyages for various reasons. Ask:
   - Why do you think Europeans left home to explore new worlds? What were they looking for? What was their motivation?

   List students' responses, adding any that you think are missing (for example, find a better trade route, expand their country's holdings in the world, search for natural resources, increase personal wealth, love of adventure and to satisfy curiosity, missionary spirit of sharing personal faith).
2. Have students consider whether they would leave their home for any of the reasons listed. Encourage them to explain their decisions. Have them also share why some of the reasons are not relevant to them personally.

Using the Video

1. Explain that you will be showing video chapters to introduce students to two explorers. One is from England and the other from France, and the explorations take place about 100 years apart. Show the video chapters (see chart, page 77).
2. After viewing, ask:
   - Why did each man set out on his exploration?
   - Was each successful? Explain
   - What challenges did each face?
   - What would you have liked to ask each explorer?
   - Would you have joined either of these expeditions, if you could?

Recruiting Explorers

1. Have students work individually or in small groups to brainstorm a list of qualities a good explorer should have. Encourage them to recall what they learned about Frobisher and de La Salle. Meet to share ideas. Through discussion establish a list of qualities (things like perseverance, courage, confidence, a sense of purpose, leadership ability, being a risk-taker, ability to meet and work with people, creativity) that you agree an explorer should demonstrate.
2. Review some of the explorers' challenges and problems from the video chapters. Brainstorm other issues that the explorers might encounter.
3. Have groups decide how to run a campaign to recruite explorers. Platforms might include display ads, radio commercials, campaign-trail speeches, posters or billboards, classified ads, and so on.

Reflecting

1. Students can present their recruiting efforts to an extended audience (another class, staff, parents). Ask the audience:
   - Would you be interested in joining an expedition to unknown lands? Why or why not?
   - What questions would you still want answered before setting out?
   - What type of people do you think were attracted to the adventure of exploring new lands?
   - What is it specifically that would make you change your mind to go? Not to go?
2. Students can reflect further by completing sentences like the following in their journals;
   - Life as an early explorer was . . .
   - I would (or would not) have joined an expedition to North America because . . .
   - I think the biggest challenge an early explorer faced was . . .

Assessment Opportunity
Final products can be entered in portfolios. Consider whether students were able to communicate their ideas in a clear and effective way. Were they able to locate relevant information? Did students participate actively?

Lesson 2

Purpose:
- identify some of the consequences of Aboriginal and European interactions
- describe early explorers' perceptions of Aboriginal peoples' way of life
- demonstrate an understanding of the rivalries between the French and English and between the Aboriginal peoples

Materials:
- props for presentations as identified by students

Time:
2 to 3 sessions

What were the consequences of Aboriginal-European contact?

Starting Out

1. Divide the class into two groups: Europeans and Aboriginals. Have each group show, in a tableau, how the group members would have looked as they gathered just before meeting the other group (Europeans on ship before going ashore; Aboriginals on shore awaiting Europeans).
2. Partner each student with someone in the other tableau. Have pairs learn one another's roles.
3. Have each group create its tableau on opposite sides of the room. Play some music without lyrics and have students move, in slow motion, to take the place of their counterpart in the other tableau; and then freeze in place. At your signal, have them return, in slow motion, to their original tableaux. If you wish, repeat the crossover, inviting students to make eye contact, in role, with their partner.
4. Ask:
   - What did it feel like to cross over into the other group?
   - How did it make you feel about the other group?
   - What understanding were you able to get about the people in the other group?

Using the Video

1. Show the video chapters, providing a brief synopsis before viewing (see chart, page 77).
2. You may wish to stop after each video chapter and encourage students to tell what they learned and to formulate questions based on what they saw.

Creating Alliances

1. Remind students that at one point in the video Samuel de Champlain says, "I promised to help them in their wars, both to engage them more to love us, and also to help my enterprises and exploration, which could only be carried out with their help." Discuss this quote with students. Have them define to whom Champlain is referring as well as defining the words *enterprises* and *exploration*.
2. Post a chart titled *Creating Alliances* to compare the benefits and drawbacks for each group of an alliance between Aboriginals and Europeans. Divide students into four groups. Assign each of the groups one of the following positions: benefits for Aboriginals; drawbacks for Aboriginals; benefits for Europeans; drawbacks for Europeans.
3. Have group members determine as many relevant points for their position as possible, then decide together how to present their point of view. The job of each group is either to convince others to create an alliance or explain why it is not a good idea.

Reflecting

1. Have groups present their points of view on the question: What are the effects of making contact? Summarize, on the chart, the issues raised. Consider how complete the chart is and raise issues that may not have been considered (introduction of disease, crops, animals, weapons, products, establishment of settlements, fur trade, discovery of new lands and resources, and so on). Add any new information to the chart.
2. Have students then consider the effects of contact between the Europeans and the Aboriginals from the point of view of the group that was their focus. Encourage them to consider the presentations and the issues raised as they write a narrative to share their point of view. Ask:
   - How do you think today's Aboriginal communities might feel about first contact between Europeans and Aboriginals?

Assessment Opportunity

The narratives can be filed in portfolios as examples of students communicating a point of view. Are they able to consider the consequences of Aboriginal and European contact? Do students communicate their ideas clearly and are they able to listen to the ideas of others? Can they challenge their thinking and the thinking of others? Can they link historical and contemporary issues?

Lesson 3

What challenges did explorers face?

Purpose:

- identify early explorers who established settlements in Canada and explain reasons for their explorations
- describe the origin and development of settlement in New France
- demonstrate an understanding of how early French-Canadian communities adapted to challenges of a new land

Materials:

- chart paper and markers
- research resources such as historical atlases, textbooks, library books, electronic encyclopedia programs, and videos

Time:

2 to 3 sessions

Starting Out

1. Have students watch or listen to a video- or audiotaped interview (either at home or in the library) and consider what skills an interviewer needs. Discuss how the interviewer's familiarity with the person's life and accomplishments helps him or her formulate good and relevant questions. Point out the need to listen fully to the responses before continuing with other questions.
2. Have students practise their interviewing skills by having them conduct brief interviews with one another.

Using the Video

1. Show any or all of the listed video chapters, providing a brief synopsis before viewing (see chart, page 77).
2. After viewing, ask:
   - Which explorers did you encounter in these videos?
   - Did you know of them before watching these videos? How had you heard of them?
   - Did these explorers have anything in common? What?
   - Which explorer would you have wanted to travel with? Why?

Interviewing Explorers: Before and After

1. Create a list of the different explorers shown in the video chapter. Have students work in small groups to choose one of the explorers, or another that interests them. Explain that they are reporters who have the assignment of interviewing the explorer before he sets out on his adventure. They must begin by creating a set of at least five questions.
2. Meet as a class and have groups share their questions. Students can revise their question sets if they wish. Have groups then create a set of questions to ask after the explorer returns from his adventure. Again, have students share and revise their questions.
3. Challenge groups to prepare a set of answers that they think the explorer would give to the questions posed. Answers must be reasonable and based on either impressions from the video or from additional reading and research. Make sure research resources are available.

Reflecting

1. Have groups present their interviews in role. They may assign one person the role of interviewer and another the role of the explorer or they might prefer to have a panel of interviewers. Suggest the use of props and costumes as well.
2. Compare the information and interviews by asking such questions as:
   - How were the responses of the explorers similar?
   - What surprised you most about the information you heard?
   - What did you learn about life at the time of the fur traders?
   - What did you learn about the relationships between the fur traders and the Aboriginal inhabitants?
3. Have students reflect personally by recording questions that they would ask a fur trader from the same time period.

Assessment Opportunity

Written copies of the interviews, as well as a copy of the final set of questions prepared, can be entered in portfolios. Were students able to find the relevant information to present a clear and accurate interview? Are students able to formulate questions to facilitate their learning?

Tying It Together: What did the explorers leave behind?

Purpose:
- research the lives and careers of the important people in historical events
- locate relevant information
- communicate the results of inquiries for specific purposes

Materials:
- large wall map of Canada
- research resources such as historical atlases, textbooks, biographies, electronic encyclopedia programs, and videos
- cardboard and interesting drawing materials
- Taking Risks Assessment Rubric (Download Sheet TR:2)
- Taking Risks Self-Assessment (Download Sheet TR:3)

Time:
3 to 5 sessions

Starting Out

1. Post a large wall map of Canada. Ask students to find a location that bears the name of any of the explorers they have discussed during this unit. List the places they identify and draw their attention to any others.

Using the Video

1. Show the video chapters, offering a short synopsis before viewing (see chart, page 77).
2. After viewing, ask:
   - How would you describe David Thompson?
   - What do you suppose motivated him to set out on his expeditions?
   - What would you like to ask him? How might he respond?
   - Do you admire him? Why?
3. On the wall map, find the Thompson River. Explain that this river was actually explored by Simon Fraser in 1808. It was named for David Thompson, although he never did reach its upper course.

Researching an Explorer

1. Have students choose an explorer to research. Students with similar choices may want to work collaboratively. Students who are unsure can visit these sites for ideas:
   - European Explorers: www.vmnf.civilization.ca/reper/r-ch1-en.htm
   - The Explorers: www.vmnf.civilization.ca/explor/explcd_e.html
2. Student reports should include explorer's country of origin, date of the travels, location and route map of travels, why the explorer chose to lead such a life, impact of the explorer's expedition on Aboriginal communities, the impact of the explorer's expedition on the future of Canada, and the future of the explorer's country of origin.

Reflecting

1. Have students present their reports. Encourage them to question one another for more details. Discuss the information presented by asking questions such as:
   - Which of the explorers would you have wanted to travel with? Why?
   - Who do you think had the most impact?
   - Who took great risks?
2. Work as a class to create a timeline that includes all of the explorers presented. Post a long strip of adding machine tape across a long wall in the classroom. Have students determine which of the explorers was the earliest in time. Record the date on the time line. Continue in this fashion until all dates are recorded, making sure that dates are recorded correctly in relation to one another.
3. Have students cut cardboard into interesting shapes to create commemorative plaques. Each plaque should include the explorer's name and some words of wisdom that can be directly attributed to him or words that describe him or his accomplishments in some important way. Post the completed plaques under the timeline at the appropriate points.

Assessment Opportunity
Print Download Sheets TR:2 and TR:3 from http://cbc.ca/historys/elemdownload.html.

Connecting the Curriculum

1 Exploring Our World Today

Collect copies of *National Geographic* magazine. Give students time to browse and find locations that they think would be interesting to explore. They can then write a proposal that would include the route they would take to get to their chosen destination, method of travel, the reason for the trip, what benefit the trip would have for others, and a budget for both planning and travel expenses.

Post a wall map and have students show where they plan to explore as they make their presentations. Which area of the world seems to hold the most interest?

2 Exploring Outer Space

One of the last frontiers for exploration is outer space. Students can visit http://earth.jsc.nasa.gov/ to see images of Earth collected by astronauts. These images can inspire a wide range of further activity. Here are a few ideas:

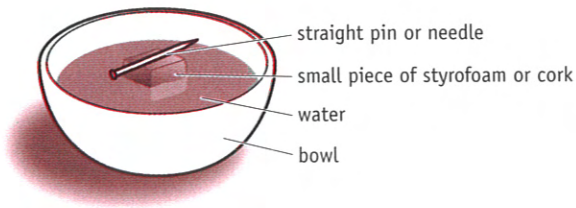
- What characteristics do you need to be an explorer in space? – students research to find out how Canada's astronauts are selected
- How has our knowledge of space increased as data are collected? – students research to find out what the space probes are teaching us
- Should we continue to spend funds and energy to explore space? – students create a survey to find out how many people think we should continue to explore space
- What type of experiments have been carried out in space? – students find out about how doing experiments in space helps us learn

3 Make a Compass

Bring to class several compasses for students to investigate. Through their explorations they can post the directions *north*, *south*, *east* and *west* on the appropriate classroom walls.

Students can then experiment to create a water compass. They will need: straight pin or needle, small pieces of styrofoam packing or small cork, magnet, bowl of water.

Have students rub the magnet along the needle, in one direction, about 50 times. Next, have them place the styrofoam on the water with the needle resting on top of it. Explain to students that the needle will move and then come to rest so that it is pointing north.



4 When to Explore

Present students with the concept of a time machine that would send them back or forward in time 250 years as an explorer. Ask:

- Would you rather go forward or backward in time to explore?

Record responses as a tally and ask students to explain their decisions and to interpret the data. Have students determine if their class is a representative sample of the larger population. In small groups, they can consider how many people they should include in a larger survey, and who they should ask to ensure that they have a representation of the population in their community.

Have students carry out the survey, choose an effective graphic display for the collected data, and write at least five statements to show their interpretation of the data.

Irish ship landing at Grosse Île

Settling Canada

Why did people leave their homelands and immigrate to Canada?

Overview

In this project students investigate the theme of immigration as they research why various groups left their homes in the 1600s, 1700s, and 1800s to come to Canada.

Students discuss that all Canadians are immigrants. With their families, they locate birthplaces and current homes on a map.

In the next three activities, students investigate why various groups came to Canada. They research life in New France in the 1600s and write and deliver speeches encouraging immigration to the colony. They look at immigration to English Canada in the mid-1700s and write diary entries in role as an immigrant of their choice. Next, they learn about black slaves and Irish farmers who came to Canada in the 1800s, investigate the settlement of the Canadian West, and create posters promoting immigration.

Finally, students choose and research one of these waves of immigration and create maps and models to share their research.

Curriculum Correlation

Visit http://cbc.ca/historys/elementary.html to find how the activities in this project relate to the curriculum in your province/territory. This information can be downloaded and printed for addition to the Support Materials section of this Teacher Resource Package.

Planning Ahead

- Collect necessary research materials.
- In these lessons students create speeches, write diaries, and make posters. Have samples of each available for students' reference.
- Visit http://cbc.ca/historys/elemdownload.html to print Download Sheets S:1, S:2, S:3, S:4, and S:5.
- Arrange space for students to store and display the models and maps they create in Tying It Together.

Materials You May Need to Collect

- Starting the Project: large sticky notes, wall map of the world
- Tying It Together: a variety of art materials such as modelling clay, construction paper, pieces of cardboard, fabric swatches, yarn, interesting papers and drawing materials to create the models and maps

Resources

Books

- Abella, Irving. *A Coat of Many Colours: Two Centuries of Jewish Life in Canada*. Toronto: Lester & Orpen Dennys Limited, 1990.
- Bercuson, David J. *Colonies: Canada to 1867*. Toronto: McGraw-Hill Ryerson, Limited, 1992.
- Careless, J.M.S. *Canada: A Celebration of Our Heritage*. Mississauga: Heritage Publishing House, 1995.
- Downie, Mary Alice and Rawlyk, George. *A Proper Acadian*. Toronto: Kids Can Press, 1980.
- Griffiths, Naomi. *The Acadians: The Creation of a People*. Toronto: McGraw-Hill Ryerson, 1973.
- MacKay, Donald. *Flight From Famine: The Coming of the Irish to Canada*. Toronto: McClelland & Stewart, 1990.
- McInnis, Edgar. *Canada, A Political & Social History*. Toronto: Holt, Rinehart and Winston of Canada, 1982.
- O'Gallagher, Marianna. *Eyewitness: Grosse Isle, 1847*. Sainte Foy, Quebec: Carraig Books, 1995.

CAPH, Vol. One, book reference
Chapters 2, 3 and 6

CD ROMs

- *Microsoft Encarta, 97: The Complete Interactive Multimedia Encyclopedia*. C&P., 1997 Microsoft Corporation.
- *2000 Canadian Encyclopedia*. McClelland & Stewart, 2000.

Videos

- *History Lands: Gross Île Immigration Station*, McNabb & Connolly
- *Pier 21: The Journey to New Beginnings*, CBC
- *Scattering of Seeds: The Force of Hope*, McNabb & Connolly

Hotlist

- Canadian Citizenship and Immigration: www.cic.gc.ca/
- Contrasting Worlds: www.schoolnet.ca/aboriginal/metis-de/cont-e.html
- Immigrants to Canada: www.ist.uwaterloo.ca/~marj/genealogy/thevoyage.html
- *Les Filles du Roi*: www.vmnf.civilization.ca/popul/filles/s-fil-en.htm
- Original Maps: www.vmnf.civilization.ca/cartes/index-e.htm
- The Acadians: http://museum.gov.ns.ca/arch/infos/infoaca1.htm
- The Canadian Super Social Studies Site: www.ualberta.ca/~jkirman/
- The *Habitant* in New France: www.vmnf.civilization.ca/popul/habitant/index-e.htm
- The Last Best West: www.civilization.ca/membrs/canhist/advertis/adindexe.html
- The *Seigneurs*: www.vmnf.civilization.ca/popul/seigneurs/seign-en.htm
- Stats Canada: www.statcan.ca/
- Stories of Pier 21: http://pier21.ns.ca/stories.html

Video Summaries

The following are synopses of video chapters used in this project.

Lesson 1: Why did people immigrate to New France?

Episode 2: Adventurers and Mystics
> The Daughters of the King (34:00-42:59)
> Birth of the *Canadiens* (42:59-50:24)

From the time Samuel de Champlain founded Quebec in 1608 until 1663, the colony of New France was administered by commercial companies. These companies were interested largely in Canada's resources, in profit and trade, and not in the creation of communities. In 1663 the population of New France was only 3000, while the population of the British colonies had reached about 100 000.

Additional Video: Episode 2: Adventurers and Mystics
> Champlain's Gamble (23:09-32:25)
> A Precarious Colony (46:36-53:29)

Lesson 2: Why did people settle in English Canada?

Episode 5: A Question of Loyalties
> The World Turned Upside Down (24:00-30:23)
> His Majesty's Loyal Allies (30:23-37:15)
> Exile (37:15-41:39)
> Nova Scotia (41:39-48:00)
> The Upper Country (48:00-53:45)

By 1776, the revolution between the United States and Britain had resulted in many Americans seeking refuge in Canada. These people, the United Empire Loyalists, supported the British cause. As a result of their support, they found they had to leave America, as the rebels had begun confiscating their lands.

Lesson 3: Which other groups settled in early Canada?

Episode 8: The Great Enterprise
> The Underground Railroad (26:05-31:14)
> Hope Gate (31:14-38:51)

In the mid-1800s new groups began to settle in British North America. Blacks fleeing slavery in the United States used the routes of Harriet Tubman's Underground Railroad to escape to freedom in Eastern Canada. Irish tenant farmers, victims of the potato famine, followed a dream to come to what they believed were fertile farms in Western Canada.

Additional Video: Episode 10: Taking the West
> Pulling Up Stakes*
> The Exodus*

Tying It Together: Where would you choose to settle?

Episode 3: Claiming the Wilderness
> 1749 Was a Very Good Year (27:12-35:50)

This video chapter relates the issues connected to Acadia. Students will learn more about the Acadians and how, from 1755 to 1760, more than 10 000 Acadians of French origin were expelled from Canada and forced to find new homes.

Additional Video: Episode 10: Taking the West
> Fancy Paper City*
> Homesteading*

* At the time of publication, the titles and times for these video chapters were unconfirmed. They will be posted at http://cbc.ca/historys/elementary.html after September 2001.

Starting the Project: Where have we come from? Why did we choose Canada?

Purpose:
- introduce students to the topic of immigration
- identify factors that influence people to move to another place
- identify factors that influence people to move away from a place
- use appropriate vocabulary as introduced

Materials:
- large sticky notes
- World Map (Download Sheet S:1)
- Family History (Download Sheet S:2)
- wall map of the world

Time:
1 to 2 sessions

Starting Out

1. Begin by asking students where they were born. Have students record their birthplace on a large sticky note and post it on the chalkboard. Add a sticky note with your own birthplace.

   Together come up with different ways to sort the birthplaces (Canada/Not Canada, different provinces, by continent). Help students interpret the data by asking questions like these:

   - Are more than 50% of you born in Canada? About what percentage of you are born in Canada?
   - How many of us were born in Asia? The Caribbean? Europe?

2. Write this quote on the chalkboard:

   "We are all immigrants to this place . . . ." — Margaret Atwood, Journals of Susanna Moodie, *1970*

   Ask students to explain what they think it means. Tell them that they will be conducting research to find out more about where their families and other members of the community have come from.

Researching Backgrounds

1. Provide students with a world map (Download Sheet S:1). Have them locate and label where they now live. Then have them record where they were born (for some this is the same place). Talk about who now lives farthest from their place of birth. Some students may be willing to share their experiences of moving or relocating.
2. Have students take the map home to add further recordings. They should try to record on the map their parents' and grandparents' birthplaces, going back as far as they can. (Alternatively, students can record the birthplaces of step-family members, or of other members of the extended family such as aunts, uncles, or cousins.) Distribute Download Sheet S:2 for students to complete or have students create their own data sheet with information about family members' origins and the dates of arrival in Canada.

Reflecting

1. Have students tell what they have found out about their family history. Each day, invite a few students to present a brief oral account. Encourage students to ask questions after each presentation. Post a large wall map and direct students to post their family name on the place of origin. Students can also record their names in other countries and provinces in which they have lived.
2. Review the many reasons you have discovered for people immigrating to Canada. Then discuss why people choose to leave Canada. Encourage students to look for articles in the newspaper that report on both immigration to the country as well as on Canadians leaving.
3. Finally, students can record personal reflections on living in Canada. Prompts like these may help those who need a start:
   - Canada is a great place to live because . . .
   - I would leave Canada to live somewhere else if . . .
   - People have chosen to live in Canada because . . .
   - I would choose to live in _____ because . . .

Assessment Opportunity
The students' personal reflections will give you insight into the ideas they have about the opportunities and challenges of living in Canada. Some students may find researching family history a difficult task for a variety of reasons. Some students may not be willing to share the information about their family. Other students may be motivated to do additional research about their families' country of origin. Acknowledge the wide range of comfort levels in this particular part of this unit.

Introducing the Project

Explain that for the next several sessions students will learn more about why people have immigrated to Canada throughout history, particularly in its early years. They will understand the challenges that immigrants faced from the 1600s to the 1800s, and learn more about the life people led in French and English Canada at the time. Finally they will decide where they would have chosen to settle and will create a model and a map to show that place.

Lesson 1

Why did people immigrate to New France?

Purpose:
- describe the origin and development of settlement in New France
- demonstrate an understanding of how early French-Canadian communities adapted to the challenges of a new land

Materials:
- chart paper and markers
- research resources such as historical atlases, textbooks, library books, electronic encyclopedia programs, and videos

Time:
2 to 3 sessions

Starting Out

1. Introduce students to the population of New France by posting a chart of population figures as shown here.

Population of New France

Year	Population	Year	Population	Year	Population	Year	Population
1610	20	1650	700	1690	11 000	1730	35 000
1620	60	1660	2500	1700	15 000	1740	45 000
1630	100	1670	6500	1710	18 000	1750	55 000
1640	350	1680	10 000	1720	25 000	1760	70 000

   Explain that Samuel de Champlain established the colony of Quebec in 1608 and that French immigration ended in 1759 when the English conquered New France.

2. Have pairs or small groups record three observations and three questions about this set of data. Invite students to share their observations and questions with the class.

Using the Video

1. Explain that you will be showing video chapters that will help students understand some of the population figures you have just discussed. Show the video chapters, offering a brief synopsis before viewing (see chart, page 85).
2. After viewing the video, ask:
   - What time period was shown?
   - What did you learn about life in New France at this time?
   - How did Jean Talon try to populate New France? Do you think his plans worked?

Researching Life in New France

1. Explain that there were three types of immigrants during the time of Jean Talon: *les filles du roi*, soldiers who were offered free land after completing their military service, and workers hired for three-year periods. Divide students into small groups and assign each the task of finding out about the life of one of these groups.
2. Meet as a large group during students' research time so that they can share what they have learned.
   - What challenges did the immigrants encounter?
   - Were they better off than they were in France?
   - What policies were introduced to encourage immigration? To increase the birth rate?
3. Have each group prepare a speech to encourage immigration to New France. The speech will be given by one or more members of the group and should include information about the opportunities, the life, and the policies of the colony. Encourage students to think of different ways to present their speeches (street busker, soap-box delivery, town crier, street theatre, formal presentation).

Reflecting

1. Have groups present their speeches. Ask:
   - How was the content of the speeches similar? Different?
   - What information did you think was the most important to present in your speech?
   - What type of people would be attracted to the message you tried to deliver?
2. Have students reflect on the information they have learned about New France. They can discuss or write in their journals responses to questions like these:
   - Imagine living in the 17th century. Would you have immigrated to New France? What opportunities were there?
   - Do you think that the immigrants to New France have anything in common with people who are immigrating to Canada today?

Assessment Opportunity
Written copies of the speeches can be entered in portfolios. Were students able to find information and take notes to produce a speech? Were students able to describe life in New France? Could they explain why there was a significant increase in the population during the period of Jean Talon?

Lesson 2

Why did people settle in English Canada?

Purpose

- demonstrate an understanding of reasons for early settlement of English Canada
- describe different groups of people who took part in the Loyalist migration
- identify areas of settlement
- demonstrate an understanding of life in English Canada

Materials:

- research resources about life in English Canada in the mid-1700s

Time:

3 to 4 sessions

Starting Out

1. Ask students to imagine coming home from school to find that their family must leave home immediately and that the clothes they need are packed. They can take personal possessions that fit in their knapsack. They will be carrying the bag on a long journey, on foot. Have students create a list to tell what they would pack.
2. Have students continue to imagine and discuss what it would be like to pick up and leave in a hurry. Ask:
   - To whom would you say goodbye?
   - How would you feel?
   - What would be the hardest thing to leave behind?

Using the Video

1. Show the first video chapter, offering a brief synopsis before viewing (see chart, page 85). Ask students to note, as they view, who the individuals are that are moving to Canada.
2. After viewing, ask:
   - Whose stories were told?
   - What can you tell us about them?

   Record students' responses on the chalkboard.
3. Repeat for each video chapter.

Writing Diaries in Role

1. Review the people introduced in the videos. Have students choose one of the people they met in the videos and write a short description of the individual and time in which he or she lived.
2. Students can work individually, in pairs, or small groups to create a diary for the chosen individual. Explain that there should be at least these three entries:
   - the place they are leaving and why
   - about the journey (this can be related in several entries)
   - the place they arrived and their impressions

Reflecting

1. Have students read entries from their diaries aloud without identifying their character. Invite students to try to guess the identity of each writer. Ask:
   - What made you think the writer was (name)?
   - Did the diaries have anything in common?
2. Have students reflect on the information they have learned about the settling of English Canada. They can discuss or write responses to questions like these:
   - How is the settling of English Canada different from the settling of French Canada?
   - What challenges (opportunities, decisions, conditions) do you think the settlers faced?
   - Think about the people who immigrated to English Canada. Did anyone you know of come for similar reasons?

Assessment Opportunity

Students' diary entries can be entered in portfolios. Were students able to write entries that reflected accurate information? Were they able to write in role?

Lesson 3

Which other groups settled in early Canada?

Purpose

- demonstrate an understanding of the factors that led to the settlement of the Canadian West
- identify and explain how immigration impacted the West
- demonstrate an understanding of life in Western Canada

Materials:

- research resources about life in early Western Canada
- Changing Ethnic Composition of Canada (Download Sheet S:3)
- poster paper
- art materials

Time:

2 to 4 sessions

Starting Out

1. Have students refer to the chart showing the changing ethnic composition of Canada from 1871 to 1911 (Download Sheet S:3). Ask:
   - What do you notice about the percentage of British? French?
   - Which groups are growing?
   - What surprises you about the data?

   Record students' observations and then invite them to pose questions based on the data.

Using the Video

1. Show the video chapters for this lesson, offering a synopsis before viewing (see chart, page 85).
2. After watching these chapters ask:
   - Why did black slaves leave America?
   - Do you know of other groups who have left their homes because they wanted to be free?
   - Why did the Irish leave Ireland?
   - Do you know of other groups who have come to Canada because of famine?
   - Where in the world today are people experiencing famine?
   - Why was the West seen as the next place to settle?

Promoting Western Canada

1. Divide students into small groups and make resource materials available. Have different groups take responsibility for finding out about different aspects of the settling of Western Canada—for example: the significance of the Canadian Pacific railway; immigration policy; how immigrants were received; what life was like in Western Canada; and so on.
2. Explain that the Canadian government went to great lengths to create posters to distribute in Europe. These posters proclaimed that Canada West was the "The Last Best West" and offered free parcels of prairie land. Have groups create posters to entice those living in Europe to immigrate to the West. Explain that posters must state the truth in attractive terms and be visually appealing. Encourage students to use print as well as visuals to express their ideas and make their pitch.

Reflecting

1. Have groups share their posters with the class. Ask:
   - How are the posters similar? Different?
   - What information did you think was the most important to present in your poster?
   - What type of people would be attracted to the message on the posters?
2. Have students reflect on the information they have learned by discussing or writing responses to questions like these:
   - How was the settling of the West different from the settling of New France? Of English Canada?
   - What are some of the reasons people chose to immigrate to Western Canada?
   - What challenges do you suppose they faced?
   - What challenges do you think were similar to those that people face today?

Assessment Opportunity

Students' posters can be copied and placed in portfolios. Were students able to present a picture of life in Western Canada? Can students identify reasons why people leave their homes and why they choose to settle in Canada? Could students locate and then communicate relevant information?

Tying It Together: Where would you choose to settle?

Purpose:
- describe the everyday life of various groups in Canada's past
- produce maps for a specific purpose
- use a decision-making model to select an ideal place to live in or visit, and present this decision
- research, analyze, synthesize, and evaluate historical information
- use tools, materials, and techniques correctly, selecting those that are appropriate for the size, scope, and intent of the work

Materials:
- research resources such as historical atlases, textbooks, biographies, electronic encyclopedia programs, and videos
- art materials such as modelling clay, construction paper, pieces of cardboard, fabric swatches, yarn, interesting types of paper, drawing materials
- Settling Canada Assessment Rubric (Download Sheet S:4)
- Settling Canada Self-Assessment (Download Sheet S:5)

Time:
2 to 4 sessions

Starting Out

1. Explain to students that Canada has an international reputation as being a desirable place to live. Ask:
   - Why do you think people living in other places think this way?
   - If you had to leave Canada, where would you want to live? Why?
   - What makes a country a good place to live?

Using the Video

1. Show the video chapter, offering a synopsis before viewing (see chart, page 85).
2. After viewing the video have students discuss their impressions. Questions like these will promote sharing of ideas:
   - What do you think of life in New France? Is it attractive to you?
   - What do you think the challenges would have been?
   - What negative comments did you hear?
   - What activities seem interesting to you?
3. At this point you might choose to continue watching Episode 3 until its conclusion.

Creating a Settlement

1. Remind students that they have now witnessed life in New France and life in Acadia (Nova Scotia) at around the same time. Ask:
   - Where would you have preferred to live? Why?
   - What other information would you like to know before making a decision?
2. On the chalkboard record: *English Canada*, *New France*, *Acadia*, *the West*.

   Have students recall what they have seen of these locations. Then ask them to imagine themselves in Europe in the 18th century, with plans to come to live in North America. Ask:
   - Where would you choose to settle?

   Encourage students to share their ideas.
3. Divide students into groups based on where they want to settle. Have each group research its chosen area to find out what life would have been like there. Group members should work together to complete the following:
   - a map of the area
   - a model of their home
   - a picture to depict aspects of their lives
   - a depiction of an occupation and the appropriate dress

Reflecting

1. Have students present their work to one another, dressing in role if they wish. Encourage students to share where they got their information, what they were surprised to learn, what was difficult to find out, and what they found the most interesting.
2. Have students reflect in a personal manner by responding in writing to any of these questions:
   - Would you rather live now or 250 years ago? Why?
   - Where would you have wanted to live in 1750? Why?
   - What questions do you have about life in North America 250 years ago?
   - If you could you have some aspect of life 250 years ago in your life today, what would it be?

Assessment Opportunity
Print Download Sheets S:4 and S:5 from http://cbc.ca/historys/elemdownload.html.

Connecting the Curriculum

1 The Best Place to Live

Explain that every year the United Nations rates the quality of life in countries around the world. It considers factors such as education, health care, a safe and clean environment, standard of living, and safety. For several years, Canada has ranked in first place, and is considered the best place in the world to live. Challenge students to promote living in Canada, using their choice of media, such as a poster, a radio jingle, a TV commercial, a billboard, or a Web site. Whatever they choose they must research and use real data to explain why they believe Canada is a great place to live.

2 People in Our Community

Have students work in small groups to find out the countries of origin of various people in the community. Some groups might interview other staff members, other groups of students, students at another local school, their neighbours, members of the local business community, and so on. Students can also research to find out what group of people first settled in the community in which they now live. Often local ratepayer associations or local libraries have information about the history of the community.

3 Where in the World Would You Choose?

Challenge students to design a survey to find out where in the world people in the school community would choose to live. After collecting the data they can decide on an effective graphic presentation. Students can then post their graphs for others to interpret. Have students make observations about the data and pose questions based on them.

4 Media Watch

Have students review the newspaper on a daily basis looking for articles related to immigration issues. Use these articles to get a better understanding of the issues and challenges facing immigrants coming to Canada today. Articles can also be a focus for a discussion of stereotypes in the media. If there are recent immigrants living in your community, invite them to come to class to discuss with students why they had or chose to leave their homes, as well as why they chose to come to Canada.

5 Heritage Day

Have students celebrate their heritage. Set up a tabletop museum for students to display objects connected to their ethnic heritage. Have a pot-luck meal with students bringing in traditional foods. Encourage students to invite family members to class to tell stories of growing up somewhere else. They might focus on the games they played, the celebrations they held, the landscape of their homes, and how they spent their time.

6 Gold Rush!

Have students imagine that they are living in their hometown and heard that a huge gold field was discovered in Yukon, in the little town of Atlin. Students can work in pairs or small groups to plan an overland route to get to the town of Atlin. They should map the route and also explain where they would stop on the way, how they would travel, and the provisions they think they would need for such a journey. Groups can meet to compare routes and travel itineraries.

British and French Flags, circa 1750

Loyalties

What is loyalty?

Overview

In this unit students will use drama and dance to communicate the theme of loyalty in connection with the early settlement of New France and British North America.

Students will explore the various loyalties that eventually led to the creation of this country through selected video chapters and drama/dance exploratory activities. They will learn about conflicting loyalties to France, Britain, and the newly founded United States. Through discussion, inner/outer circle, corridor of voices, role-playing, tableaux, writing in role, and movement, students will deal with such questions as: How far will people go to prove their loyalty? For what causes are people willing to die? How do people handle conflicting loyalties within themselves? Do people ever switch their loyalties and if so, for what reasons? What are the personal and political consequences of rebellion against a cause to which you are expected to be loyal?

Finally, students will create a forum theatre play to explore a conflict relevant to their lives. They will stop the action at the point of conflict and, together, complete the play in an attempt to solve the conflict.

Curriculum Correlation

Visit http://cbc.ca/historys/elementary.html to find how the activities in this project relate to the curriculum in your province/territory. This information can be downloaded and printed for addition to the Support Materials section of this Teacher Resource Package.

Planning Ahead

- Students will be working as a whole class, and in small groups.
- Students will need sufficient space to do their physical work.
- Activities can be adapted to accommodate a regular classroom with the desks pushed to one side.
- Visit http://cbc.ca/historys/elemdownload.html to print Download Sheets L:1, L:2, and L:3. Download Sheet L:1 provides definitions of useful drama/dance terms.

Materials You May Need to Collect

- Lesson 2: variety of building materials
- Several days before you do Lesson 3, assign students to search the newspaper for clippings that refer to any act of rebellion, by an individual or group, for personal reasons or for political ones.
- No specific materials are required for the dramatic activities, although the need for specific materials, easily obtained, may arise as the dramatic activities progress.

Resources

Books

- Boal, Augusto. *Games for Actors and Non-Actors*. London: Routledge, 1992.
- Booth, David. *Story Drama*. Markham, ON: Pembroke Publishers Ltd., 1994.
- Greenwood, Barbara. *The Last Safe House: A Story of the Underground Railroad*. Toronto: Kids Can Press, 1998.
- Lenski, Lois. *Indian Captive: The Story of Mary Jemison*. New York: Harper Trophy, 1995.
- Livesey, Robert and Smith, A.G. *Discovering Canada: The Loyal Refugees*. Toronto: Stoddart Kids, 1999.
- Lunn, Janet. *The Hollow Tree*. Toronto: Alfred A. Knopf Canada, 1997.
- Potter-MacKinnon. *While the Women Only Wept: Loyalist Refugee Women*. Montreal: McGill Queen's University Press, 1993.
- Swartz, Larry. *Dramathemes*. Markham, ON: Pembroke Publishers Ltd., 1995.

CAPH, Vol. One, book reference
Chapter 4, pages 144-160;
Chapter 5, pages 218-238

CD ROMs

- *Microsoft Encarta, 97: The Complete Interactive Multimedia Encyclopedia*. C&P., 1997 Microsoft Corporation.
- *2000 Canadian Encyclopedia*. McClelland & Stewart, 2000.

Hotlist

- Canadian Genealogy and History Links: www.islandnet.com/~jveinot/cghl/loyalist.html OR history.html
- County of Lennox and Addington: www.lennox-addington.on.ca/
- The History of Canada and Canadians: www.linksnorth.com/canada-history
- Loyalist Institute Home Page: www.royalprovincial.com/
- United Empire Loyalists: http://members.tripod.com/~war1812/loyalists.html
- United Empire Loyalists' Association of Canada: http://people.becon.org/~uela/uela1.htm and uela4.htm

Video Summaries

The following are synopses of video chapters used in this project.

Lesson 1: Why do people sometimes have conflicting loyalties?

Episode 5:
A Question of Loyalties
> Opening Vignette (00:00-2:02)
> Episode Beginning (2:40-11:02)
> Invasion (11:02-19:10)
> The Siege (19:10-24:00)
> The World Turned Upside Down (24:00-30:23)
> His Majesty's Loyal Allies (30:23-37:15)
> Exile (37:15-41:39)

By the early 1770s, conflicts were escalating between Britain and France and between Britain and the United States. The first half of this episode looks at external loyalties (to religion, to state, to race) and internal conflicts of loyalty within Aboriginal groups. The video explores the massive northbound migration of the Loyalists and details the results of discrimination and hatred against those with different loyalties.

Lesson 2: How do heroes and traitors affect groups?

Episode 5:
A Question of Loyalties
> Traitors and Heroes (hr. 2, 40:44-50:19)

This video chapter showcases the bloodiest battle of the War of 1812 and the consequences of loyalty carried to the point of war. The concept of a traitor and what people do to traitors is examined, as is the concept that one person's traitor is another's hero.

Additional Video:
Episode 9:
From Sea to Sea:
> If We Are Rebels (13:05-20:16)

Episode 7:
Rebellion and Reform
> A Seething Anger (31:25-36:54)
> On the Eve of Rebellion (36:54-45:17)
> The Die Is Cast (45:17-50:20)

These video chapters examine the seething anger of the *Patriotes* in Quebec and the local government in Upper Canada during the War of 1812, both of whom challenge loyalty to Britain. An exploration of the roles of Papineau and of Mackenzie introduces the question of whether they are heroes or traitors.

Additional Video:
If you are focusing on the War of 1812, you may wish to show students all of Episode 5, completing Lessons 2 and 3 after viewing the video.

Lesson 3: What causes rebellion against a previously held loyalty?

Episode 7:
Rebellion and Reform
> The Explosion (hr. 2, 00:46-10:18)
> The Last Stand (hr. 2, 10:18-16:25)
> The Calm Between the Storms (hr. 2, 16:25-26:44)

In these video chapters, viewers witness a re-enactment of the Rebellion of 1837 in Upper Canada and the corresponding rebellion in Lower Canada. The various causes and consequences of rebellion—personal and political—are examined.

Tying It Together: How can you use drama to find a solution to a conflict?

Episode 3:
Claiming the Wilderness
> The Great Peace (21:29-27:12)

This video chapter tells of a great conflict resolution in Canada's history—the peace negotiated by the Aboriginal groups under the leadership of the Huron Chief Kondiaronk.

Starting the Project: What is loyalty?

Purpose:
- think critically about the topic of loyalty

Materials:
- balloons
- three appropriate words for a spelling bee
- game prizes (stickers)
- chart paper and markers
- Drama/Dance Terms (Download Sheet L:1)

Time:
1 to 2 sessions

Starting Out

Have the students brainstorm a list of all the teams, causes, organizations, and people to which they feel loyal. Write these on the board.

Divide the class into two teams. Have each team invent a name and a chant in which the team name, and several important qualities of the team, are clearly stated. Have teams decide as well on a mascot or symbol that they can create with their bodies, then deliver their chant from that position.

Playing on Teams

1. Explain that there will now be a competition between the two teams. The winning team will receive stickers. Engage the two teams in two competitions (either the following or others of your choice): a short spelling bee with three words per team, and a race in which team members pass a balloon from person to person without using their hands. If the teams are tied, engage in a tie-breaking competition of the game the students preferred.
2. Discuss with the students the effect of the competition on their sense of "loyalty" to their teams. Analyze with them the possible reasons for any changes.

Reflecting

1. Ask:
   - How does a loyal person act? What does that person say? Do?
   - How does a disloyal person act? What does that person say? Do?
   - Is it possible to be too loyal?
2. Challenge students to brainstorm situations in their school or in the news in which they feel that loyalty has resulted in negative or destructive consequences.
3. Have one team of students develop a list of all of the positive consequences of loyalty and the other team develop a list of all of the negative consequences of loyalty. Have each team present its list.

Introducing the Project

Explain that for the next several sessions students will be discussing loyalties and how loyalties can lead to conflict and ultimately war. They will use various skills in drama and dance to investigate loyalties and conflicts, and create a forum theatre piece to showcase a conflict of their choice.

You may wish to print Download Sheet L:1 for a full list of the drama/dance terms and their definitions, used in this project.

Assessment Opportunity

Brainstorm with the students a list of all of the appropriate behaviours for success in drama (concentration, focus, willingness to take a risk, willingness to accept the work of others, support for the work of others, ability to work with others, and so on). With the students, create the rubric that will be used to assess their daily class work throughout this unit.

Lesson 1

Purpose:

- examine how loyalty can cause both internal conflict and conflict with others, in the context of the early settlement of New France and British North America
- recognize and use various dramatic strategies such as inner/outer circle, corridor of voices and writing in role

Materials:

- chart paper
- marker

Time:

2 to 3 sessions

Why do people sometimes have conflicting loyalties?

Starting Out

1. Ask students to list all of the things that contemporary Canadians might do to show our loyalty to the country (sing *O Canada!*, fly the flag). List their responses.
2. Explain to the students that the video chapter they are about to see examines the various loyalties held by groups involved in the early history of Canada. Divide the students into four groups to represent the French, the English, the Americans, and the Aboriginals. Have each group take notes about the loyalties, beliefs, values, and qualities of their group, as indicated in the video.

Using the Video

1. Show the video chapter for this lesson, offering a synopsis before viewing (see chart, page 93).
2. After viewing, ask:
   - What other loyalties did you notice?
3. Have each group compile its information onto a piece of chart paper and review it so that the students are comfortable with the views of the assigned group.

Inner/Outer Circle

1. Have the students form two circles, one inside the other. In the inner circle is one of the four assigned groups. The rest of the class surrounds them. Invite members of the inner circle, in role and using the information they have gathered from the video, to express their feelings, values, ideas, problems, and so on, as if no one else is around. Students in the outer circle must remain silent.
2. Once each group has been the inner circle, debrief as a class what was learned about the various loyalties. Ask:
   - What problems were created by conflicts between the various loyalties?
   - How do the other loyalties you noticed create conflicts?

Reflecting

1. List the following names from the video on the chalkboard: Elizabeth Bowman, Peter Bowman, Thomas Walker, George Washington, Thérèse Baby, Guy Carleton, Mary and John Munro, Joseph Brant. Have students recall as many details as possible about each person, including the group to which each belongs and the loyalties each shows. If necessary, replay corresponding sections of the video.
2. Have the students form two lines facing one another to form a corridor of voices (a formation used for exploring the inner life of a character in drama; in which a person passes through the corridor as those forming it express a range of thoughts and feelings).

   Walk through this corridor of voices as one of the characters, telling students that they are also this character. Challenge each student to speak a sentence that reveals something that that person might have been thinking during his or her time of intense conflict. Debrief the corridor by discussing the thoughts people spoke and what other thoughts could have been added.
3. Form a second corridor of voices. Have a volunteer walk through the corridor as the same character, but this time the voices are that of the enemy, or someone with opposing loyalties. Have students speak the words they think the enemies would have spoken to that person. Debrief. Repeat for any or all of the listed characters.

Assessment Opportunity

Have each student write in role, as a member of the group to which each was assigned, a description of a dream that told him or her that what he or she believed was right and good. Use the rubric created with the students (see Assessment Opportunity, page 94) to assess their class work.

Lesson 2

How do heroes and traitors affect groups?

Purpose:
- learn about the actions and behaviours that result from loyalty and conflict
- recognize and use the dramatic activities of tableaux, role-playing, interior monologue and speech-giving

Materials
- pencil
- recycled materials for building (cardboard boxes, cardboard tubes)
- thick piece of cardboard

Time:
2 to 3 sessions

Starting Out

1. Engage students in a discussion about important sports events, particularly the final game of a playoff. Ask:
   - How do people act at the end of a season-ending playoff game?
   - How do the winners and losers feel? How does each behave?
   - Do any fans change their loyalties if their team has lost?
2. Next, focus on elections and ask students to compare behaviour in elections to that of sporting events.

Using the Video

1. Show the video chapter from Episode 5 for this lesson offering a synopsis before viewing (see chart, page 93). If students have not studied the War of 1812, offer a brief summary of the conflicting loyalties and the major battles up to but not including the one at Lundy's Lane.
2. After viewing, divide the class into groups of five or six. Have each group choose one moment from the video and create a tableau (a dramatized picture frozen in time) of that scene.
3. Invite students to share their tableaux. Use the tableaux to debrief the video and examine the key ideas contained in it.

Exploring Stability

1. Conduct with the students a science experiment that illustrates that different forces can affect the stability of a structure.
2. Provide small groups of students with recycled materials for building. Challenge them to make as stable a structure as they can. Visit each group and fan a thick piece of construction paper near the structure. Which structures fall? Which stand? Why? Have students discuss the results, then brainstorm other forces that they think could affect the stability of a structure (earthquake, water, and so on).
3. Challenge students to rebuild their structures to be more stable. Repeat the wind test and see how well the structures fare.
4. Debrief the experiment by asking the students to imagine the structure of Canada in the years following the war but before Confederation. Ask them to describe the various forces (in this case, loyalties) they believe would be applied, attacking the security of this structure. Ask:
   - How could the structure of Canada be stabilized? Would loyalties have to change? Why?

Reflecting

1. Show students the video chapters from Episode 7 (see chart, page 93), asking them to look for the loyalties portrayed.

   After viewing, write the words *hero* and *traitor* on the board. Have students brainstorm all of the qualities of each. Ask:
   - How can one person affect the stability of a group?
   - How can the actions of a hero help?
   - How can the actions of a traitor cause harm?
2. Challenge students to create a class scene in which a traitor betrays a cause important to other group members (for example, a schoolyard tattle-tale). Together, decide on the details (the cause, location of the betrayal, those present). Have each student write an interior monologue for the traitor (thoughts only the traitor would know, and would not share). Next, have small groups of students write a defence of the traitor from the viewpoint of someone who loves the traitor. Groups can present their defences as speeches to an angry crowd.

Assessment Opportunity
Students use the rubric they have created (see Assessment Opportunity, page 94) to assess their work in this lesson.

Lesson 3

Purpose:
- reflect about the causes and effects of rebellion
- recognize and use the dramatic activity of symbolic shape and movement
- communicate abstract ideas through drama and dance

Materials:
- chart paper and marker
- recorded music
- space for movement work

Time:
2 to 3 sessions

What causes rebellion against a previously held loyalty?

Starting Out

1. Several days before doing this lesson, assign students to conduct a newspaper search for clippings that refer to any act of rebellion, by an individual or by a group, for personal reasons or for political ones. Be sure to discuss with the students a definition for *rebellion* before assigning the homework.
2. Create two charts, one labelled *Personal Rebellion* and the other *Political Rebellion*. Have students tape their clipping to the appropriate chart. Give students time to read some of the clippings.
3. Have students discuss the various rebellions and the loyalties of the differing sides.
4. Ask:
   - Do you support any of these acts of rebellion? Why? Why not?
   - Why do you think people hold these differing loyalties?
   - Why do you think people made the decisions they did?

Using the Video

1. Show the video chapters for this lesson, offering a synopsis before viewing (see chart, page 93).
2. After viewing, ask:
   - What were the key events in the video?

   List students' responses.
3. Discuss rebellion against authority, asking:
   - At what point, if any, do you think rebellion is justified?
   - When should disagreement with authority be suppressed for the sake of a greater good?

A Circle of Unity

1. As a group, stand in a circle.
2. Together, decide on shapes that symbolize rebellion by one person against the group. Move in and out of those shapes.
3. Next, decide on shapes that symbolize others joining the rebellion so that the group becomes divided into two groups, one larger and one smaller.
4. Decide on shapes that show the larger group suppressing or controlling the smaller group. Do not allow violent movement such as hitting, but encourage students to discover symbolic representations of any violence that is used to quell a rebellion—for example, the large group encircling the small group and then using their hands to lower the smaller group to a crouching position.
5. Have the students finish in a final shape of group unity, either including or excluding the rebels.

Reflecting

1. Together, choose the most interesting shapes and transitions between shapes and rehearse them. Find an appropriate piece of music, preferably without lyrics, and play it in the background as the students do their movement piece about rebellion. (Select the music after the piece is created. This is not an exercise in choreography to music. It is about finding the physical symbols to represent the ideas with which the students are working.) Ask:
   - Why did you choose these shapes and transitions?
   - How does our movement piece communicate about rebellion?
2. If students are comfortable doing so, they may wish to present their movement piece to another group of students.

Assessment Opportunity
Have students choose their favourite moment in the movement piece, describe it in words, and give reasons for choosing it. Then have students write about how it felt to communicate entirely through movement, including what was enjoyable about it and what was frustrating about it.

Tying It Together: How can you use drama to find a solution to a conflict?

Purpose:
- apply their knowledge of loyalty, conflict, and rebellion in the context of the settlement of New France and British North America to a present-day situation
- recognize and use the dramatic activities of improvisation and forum theatre, including the rehearsal process and presentation

Materials:
- simple props and costumes as requested
- Loyalties Assessment Rubric (Download Sheet L:2)
- Loyalties Self-Assessment (Download Sheet L:3)

Time:
3 to 5 sessions

Starting Out

1. Have the students brainstorm the events discussed during this unit, and what the conflict of loyalties was at the base of each. Ask:
   - Name some conflicts like this that you have in your life.
   - How do contemporary conflicts compare to historical ones?
   - Do some contemporary conflicts have historical roots? Explain.
2. Explain to students that they are going to choose a conflict and create a forum theatre play to solve it. (In forum theatre, a conflict is presented but no solution is given. The action is stopped at a crucial point and audience members step in and improvise to create a solution. All actors must stay in role. After the solution is tried, the audience may comment or attempt another solution.

Using the Video

1. Explain that the video chapter you are going to show details one possible conflict resolution strategy. Offer a brief synopsis before viewing (see chart, page 93). Show the video.
2. After viewing, ask:
   - Why do you think the Aboriginals came to the gathering?
   - Do you think the Great Peace of 1701 was a good resolution to the conflict it tried to solve?

Solving a Problem through Forum Theatre

1. Divide the class into groups of six. Have each group choose a problem, relevant to students' lives, that results from conflicting loyalties, and that parallels a conflict they have studied in this unit.

   Students should choose a problem that reflects, in contemporary terms, a parallel conflict to one of those studied through the previous lessons.
2. Have the students plan the play with each having an important role. Help students develop their characters through such techniques as writing an autobiography or a family tree, or identifying a character's clothing or favourite items.
3. To help students prepare for improvisation, have them create scenes (not from the play) that show something important about their character. Put different characters from different groups in situations and have them improvise the scene, being true to their characters.
4. Have groups rehearse their play, looking for moments at which it is possible for the action to stop and go in several directions.
5. Invite each group to perform its play, and the rest of the class to "forum" the play, stepping in to create various solutions.

Assessment Opportunity
Do not summatively assess each dramatic activity or role-play. With students, select in advance the activities that will be graded and that will be used for formative assessment or feedback. Have the students create the rubric for summative assessment with you and use the same rubric for formative assessment. Print Download Sheets L:2 and L:3 from http://cbc.ca/historys/elemdownload.html.

Reflecting

1. After each group presents and the other students have become involved in the forum, debrief the solutions as a group. Ask:
   - Is this a good solution? Why?
   - Do you think this solution could really happen? Why?
   - What negative consequences are there to this solution?
   - What positive consequences are there to this solution?
   - Which solution do you think is the best for this situation? Why?
2. Make sure that students avoid solutions that are too easy, such as having a bad character suddenly become good, with no motivation.
3. If students are comfortable, have them take their plays to another class and forum them with those students, with the teacher acting as the facilitator of audience members becoming actors.

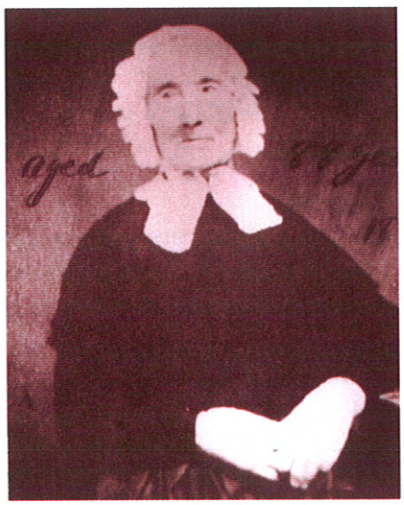
Connecting the Curriculum

1 A Political Speech
Have the students write a political speech in role as one of the characters in the video chapters. Divide the class into small groups. Have each group choose one speech and one member of the group to deliver the speech. Other group members can act as a test audience, assisting the speaker with body language, appropriate expression, and so on. When each group is satisfied with its speaker, each speaker can deliver his or her speech.

2 Canadian History in Tableau
Have students retell the key events of the history of Canada in a tableau play, then present it to other students in the school.

3 Loyalty in the Media
Challenge students to read the newspaper for a week and to collect articles that discuss loyalty and show the positive or negative consequences. Discuss the articles in the classroom, then display them on a bulletin board.

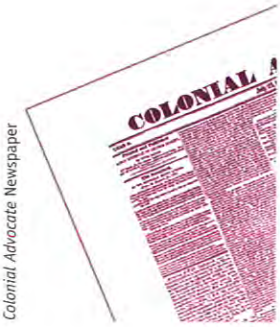
4 History through Women's Eyes
Engage students in a discussion of the telling of history from a male point of view. Have students think of the women they have encountered through the videos, or other women (wives, sisters, daughters, mothers) who would have been part of the lives of the men they have encountered. Then, challenge them to retell the history of Canada at this time through the eyes of the women whose words were not recorded. Videotape and store students' retellings.



Hannah Ingraham, age 88

5 What if . . .
Have students imagine that the Americans successfully took over Lower and Upper Canada. Have them describe what their lives would be like today if Canada were part of the United States. What would be different? What would be the same?

6 History Anthology
Have students create an anthology of various pieces of writing they have done throughout the unit and link them with narration in order to tell a story of either one character or the events of a particular historical moment.



Colonial Advocate Newspaper

Conflict

How do points of view help explain conflicts?

Overview

In this project, students develop a newspaper to share the events of times of conflict early in Canada's history—specifically, the Seven Years' War. They first discuss the concept of conflict, then do a class survey to determine how people in the class gather information. Students begin by investigating the structure of a newspaper and discussing the reason for dissemination of information today and in times past. They watch a video chapter and write a newspaper report to share the story. They discuss the role of an editorial in a newspaper, then watch a second video chapter and write an editorial sharing the views of the video's subject. Finally, groups of students watch different video chapters, then create newspapers appropriate to the historical time and the events depicted from the point of view of their choice—French, English, or Aboriginal. They publish and read one another's papers to get a fuller picture of the varying points of view of the groups involved in the conflict that created Canada.

Curriculum Correlation

Visit http://cbc.ca/historys/elementary.html to find how the activities in this project relate to the curriculum in your province/territory. This information can be downloaded and printed for addition to the Support Materials section of this Teacher Resource Package.

Planning Ahead

- Activities include whole-class, individual, and small-group situations.
- Computers and a multimedia program such as ClarisWorks will be helpful as students create their newspapers.
- Visit http://cbc.ca/historys/elemdownload.html to print Download Sheets C:1, C:2, C:3, and C:4.

Materials You May Need to Collect

- Gather a variety of different local newspapers for students to examine.
- Lesson 2: You will need headlines from a variety of sources, including historical newspapers if possible, to create a classroom display for students to explore.
- Lesson 3: Students will need to collect opinion pages, editorials, editorial cartoons, and letters to the editor. You may wish to collect several examples of each to augment the classroom collection.

Resources

Books

- Livesey, Robert and Smith, A.G. *Discovering Canada: The Loyal Refugees*. Toronto: Stoddart Kids, 1999.
- Livesey, Robert and Smith, A.G. *Discovering Canada: New France*. Toronto: Stoddart Kids, 1990.
- Lunn, Janet and Moore, Christopher. *The Story of Canada*. Toronto: Key Porter Books, 2000.
- Neering, Rosemary and Garrod, Stan. *Life in New France*. Toronto: Fitzhenry and Whiteside, 1976.

CAPH, Vol. One, book reference
Chapter 4, pages 107-142

CD ROMs

- *Fortress of Louisbourg* by Fitzgerald Studio, Windows.

Videos

- *History Lands: Fortress of Louisbourg,* McNabb & Connolly
- *Louisbourg Under Seige*, The National Film Board of Canada
- *The Fate of America*, The National Film Board of Canada

HotList

- An Adventure in New France, Pierre Boucher, Museum of Civilization: www.mvnf.muse.digital.ca/boucher/index.html
- K-12 Newspapers: www.yahooligans.com
- New France ABC: www.mvnf.muse.digital.ca/avent/abc09-12/nv2a_e.htm
- *The Quebec Mercury*: www.nlc-bnc.ca/confed/lowercan/emercury.htm

Video Summaries

The following are synopses of video chapters used in this project.

Lesson 1: How is a newspaper organized?

Episode 5:
A Question of Loyalties
> Democracy and Dissent (1:06-7:50)

Episode 7:
Rebellion and Reform
> Three Angry Men (15:23-23:48)

These video chapters provide glimpses into the workings and importance of the newspaper in various times in Canada's history. The first showcases *The Quebec Mercury* and printing press now located at Upper Canada Village; the second focuses on the *The Colonial Advocate*, as well as some of the methods of printing it and ways it was used by the people.

Lesson 2: What writing styles are used in newspapers?

Episode 4:
Battle for a Continent
> Opening Vignette (00:00-2:13)

From a French soldier's diary comes this story of the daughter of poor Virginia farmers, brutalized by Aboriginals, who fell in love with a *Canadien*. Their people are enemies of one another, so the two flee. Miraculously, they survive the 1600-kilometre journey to Louisiana.

Lesson 3: What is an editorial?

Episode 4:
Battle for a Continent
> Episode Beginning (2:40-11:02)

In the mid-1700s, the British were prosperous and populous in what is now the United States. Farther north, the land was controlled by the French in Canada, and their strong alliances with the Aboriginals. Benjamin Franklin, publisher of the *Pennsylvania Gazette*, had a vision—that all of this land be British, and that the French be eliminated. In one short summer in 1755, the battle for the continent had begun.

Tying It Together: How would you create a newspaper to share the events and opinions of 1756-59?

Episode 4:
Battle for a Continent
> The Governor and the General (9:23-14:39)
> A Deterring and Dreadful Vengeance (14:39-21:36)
> The Inevitable Hour (21:36-27:55)
> The River of Fire (27:55-35:27)
> Divided Councils, Desperate Plans (35:27-42:49)

Canada now has roots that go back 150 years. Many families are into their fifth generation. But all of this would change by June 1756, when Europe erupts into war. France and Britain will fight for world dominance in the farthest reaches of their empires, including Canada. Wolfe and Montcalm are sent by their respective countries to win Canada. It was the beginning of the Seven Years' War.

Additional Video:
Episode 9:
From Sea to Sea:
> War Is upon Us (20:16-24:37)
> A Single Act of Severity (24:37-33:08)
> Tie the Oceans Together (33:08-40:37)

Episode 10:
Taking the West:
> Hour Two tape

Starting the Project: What is conflict and how do the media explain it?

Purpose:
- introduce the topic of conflict
- understand the role of the media, specifically newspapers, in reporting information

Materials:
- dictionary
- chart paper
- one copy of a local newspaper for each student
- variety of other local newspapers

Time:
1 session

Starting Out

1 Ask students:

- What is *conflict*?

Have a volunteer look up the word in a dictionary and write the definition on the board. Have students give examples of a conflict situation they have seen at school. Ask:

- What conflict or controversy do you know about in your community? In your country? In other parts of the world?
- How do you find out what is happening in your town or city?

Gathering Information

1 Take a class survey to find out how many students get daily information by doing one of the following:

a watching the news on television

b listening to the news on the radio

c reading the local newspaper

d reading a national newspaper

e looking on the Internet

f other

2 Create a chart or bar graph to show the data. As a group, analyze the data. Ask:

- What information-gathering methods do most of us use?
- Do we use different methods to find out different kinds of information? Why?
- What do you think we can find out from the different methods?

Reflecting

1 Focus students on newspapers by asking:

- When do you read the newspaper?
- What information do you specifically look for there?
- When do your parents read the paper?

2 Give each student a copy of the local newspaper and have students read freely for 10 to 20 minutes. Then ask:

- What did you read first? Why?
- Did you find any stories about conflict in this issue of the newspaper?

3 The Seven Years' War has also historically been called The French and Indian War. Have students reflect on and discuss the difference between the two terms.

Introducing the Project

Keep the papers in the classroom for the remainder of the unit. Explain that for the next several sessions, students will be learning about specific parts of a newspaper, their uses and their creation, within the context of the conflict that was the Seven Years' War. As a culminating activity, they will create a newspaper that includes a wide variety of elements and that shares the pertinent information about the conflict.

Assessment Opportunity

Note how students work together in a group. Did they contribute and work constructively? Did they participate in class discussions? Do students express their ideas and opinions confidently but without trying to dominate discussion? Do they listen and respond constructively to alternative ideas or points of view?

Lesson 1

Purpose:
- understand how a newspaper is organized
- analyze and interpret media works

Materials:
- one newspaper per student
- chart paper and markers

Time:
1 session

How is a newspaper organized?

Starting Out

1. Have students look again at the local paper and note the main sections, divisions within the sections, and special sections. List students' responses.
2. Ask:
   - Do you think a pioneer newspaper or a paper written in the 1700s would have all the same sections? Why?
   - Which sections might not be included?

Using the Video

1. Show the video chapters for this lesson, offering a synopsis before viewing (see chart, page 101).
2. After viewing one or more of the chapters ask:
   - What specific things did you notice about these papers?
   - What was the style of the type? Do we use that style now?
   - Did you notice any pictures?
   - How many pages did the paper appear to have?
   - How was the type stored? How fast could they make one paper? Why?
3. Record students' comments and compare them with the comments they made and things they noticed about current newspapers.

Analyzing a Newspaper

1. Ask:
   - What is the main function of a newspaper?

   Record students' responses, then challenge students to find an example of an article or item in the paper that illustrates each function (inform, entertain, and so on). Write the headline or name of the article beside the function.
2. Ask:
   - Why do you think there are subsections within a news section?
   - What are they? (Local, provincial, national, world)

   Challenge students to find an example in their copy of the local paper of a local, provincial, national, and world news article. Invite students to share what they have found, and to discuss and compare the articles.
3. Have students spend about 10 minutes flipping through the paper again. Challenge them to find as many different kinds of items in the paper as they can (news, sports, financial, social notices, editorials, letters, classified ads, paid ads, and so on). Invite students to share their findings with the class. Ask such questions as:
   - Who sends letters to a paper?
   - Who reads and answers the letters?
   - Why do papers include editorials?
   - Who else writes in a newspaper?
   - Who buys display ads? Why?
   - Who buys classified ads? Why?
   - Would a pioneer newspaper have all of these elements? Why?

Assessment Opportunity
Were students able to identify various types of media works and a variety of the techniques used in them? Did they attempt to analyze and interpret media works? Could students describe the function of different elements of a newspaper?

Reflecting

1. Ask:
   - Why do people buy newspapers?
   - Why might newspapers have been more important to settlers in the past than they are now?
   - Which areas would take up the most space in a pioneer newspaper?
   - Which areas might only appear once in a while?

Lesson 2

What writing styles are used in newspapers?

Purpose:

- produce a piece of writing using techniques appropriate to the form and purpose of a news article
- produce news media text using material from another medium
- revise and edit work, focusing on content and elements of style, independently and in collaboration with others
- proofread and correct final drafts, focusing on grammar, punctuation, spelling, and conventions of style

Materials:

- newspapers
- Download Sheet C:1
- headlines from various sources

Time:

1 to 2 sessions

Starting Out

1. Discuss with students that there is a specific style for writing a news article. Included in the article are the answers to the questions *who*, *what*, *why*, *when*, *where*, and *how*. Write these questions on the blackboard. If any of this information is left out, the story is usually not complete.
2. Provide students with Download Sheet C:1. Have one or two students read the article aloud to the class. Have students underline, highlight, or answer in short sentences the five Ws and How. Compare students' answers and discuss any disagreements.
3. Ask:
   - Where do we find the main idea of an article? (Often the headline)
   - What question does it answer? (Usually who or what)
   - Where do we find the important details of an article? (The lead paragraph)
   - What questions does it answer? (Who, when, what, where, why, and how)
4. Repeat with another article, perhaps from a different medium, to demonstrate to students that a news article generally follows a consistent structure.

Using the Video

1. Explain to students that they are going to write a news story about the video they are about to see. Students may need to view the video twice to get all of the information they need. Let them know they can take notes while viewing.
2. Show the video chapter, offering a synopsis before viewing (see chart, page 101).
3. After viewing, ask:
   - What questions will you want to answer for your news story?
   - Were the answers to all your questions in the video?
   - What would you do if you couldn't get all of your information from the video?

Writing a News Story

1. Have each student write a short newspaper article, for a paper in New France in the 1700s, reporting on the human-interest story from the video. Remind them to include the five Ws and How.
2. Have students add a headline to their story if they have not already. Ask:
   - How will you decide on a headline?
   - What questions can help you?
3. Invite students to share their newspaper articles, including headlines, with the class.

Reflecting

1. News is often written the way a reporter sees it. Ask:
   - Did everyone's article about Rachel's story sound the same?
   - What things were different? Why?
2. Ask:
   - What can we look at quickly in a newspaper to decide what to read?
   - Does the headline you created for your story make people want to read the article?
   - What other information does your headline include?
3. Collect and display a variety of headlines on a bulletin board or on the blackboard. Have the students investigate them, then ask:
   - How do the headlines displayed grab your attention? (Word use, color, size)
   - What kinds of words are dropped from a headline? (Articles, some verbs) Why? (Gets directly to the point)

Assessment Opportunity

Students' newspaper reports on Rachel's story will make good portfolio entries. Do students' reports include the five Ws and How? Do their reports indicate an understanding of the structure and style of a headline and a news article?

Lesson 3

What is an editorial?

Purpose:
- communicate ideas and information for the purpose of argument or convincing others
- organize information to develop a central idea

Materials:
- letters to the editor and opinion pages from a variety of sources
- dictionaries

Time:
1 or 2 sessions

Starting Out

1. Have students collect editorials and opinion pages for several days before the lesson. Collect some yourself as well, to augment the classroom collection. Choose several and have students read them aloud. Ask:
   - What is the difference between reporting news and editorializing?
   - Usually an editorial concerns a problem or discussion between different groups in society. What was the problem or the discussion in each of the editorials read?
2. Write these words on the blackboard: *argument*, *opinion*, *debate*, *accuracy*, *distortion or bias*. Have students tell you what they think each one means. Then have students check a dictionary definition for each. Ask:
   - Why would an editor have to be very careful when writing an editorial?

Using the Video

1. Explain to students that they are going to write an editorial based on the views of the person they are going to learn about in the video. Remind them to listen carefully to his views, and invite them to take notes while viewing.
2. Show the video chapter, offering a synopsis before viewing (see chart, page 101).
3. After viewing, ask:
   - What did Franklin want for the future of his colony?
   - How did he use his newspaper to help share his vision?

Writing an Editorial

1. Challenge students to write an editorial as if they were Benjamin Franklin, the publisher of the *Pennsylvania Gazette*. The editorial must state the problem, give examples or reasons for the problem, and suggest solutions.
2. Invite students to read their editorials to the class. Discuss the differences in how they represented Franklin's views.

Reflecting

1. Challenge students to imagine they are the Delaware Chief, and to write a letter to Franklin's newspaper in response to the editorial. Students may wish to view the video chapter again.
2. Display several editorial cartoons, including political cartoons, and have students explain their meaning. Then challenge students to draw an editorial cartoon to comment on the situation in 1755. Display the cartoons on a bulletin board. Ask:
   - Which method (editorial or editorial cartoon) of sharing an opinion is more powerful? Why do you think so?

Assessment Opportunity

Students' completed editorials make good portfolio entries. Does their work show an understanding of the style and form of an editorial? How successful are they at sharing their point of view and convincing others?

Tying It Together: How would you create a newspaper to share the events and opinions of 1756-59?

Purpose:
- identify various types of media works and a variety of the techniques used in them
- produce media texts of some complexity
- proofread and correct final drafts, focusing on grammar, punctuation, spelling, and conventions of style

Materials:
- Newspaper Outline (Download Sheet C:2)
- Conflict Assessment Rubric (Download Sheet C:3)
- Conflict Self-Assessment (Download Sheet C:4)
- writing and drawing materials
- newspaper layout materials or computer program

Time
3 to 4 sessions

Starting Out

1. Divide the class into six groups. Each group will be creating a four-page newspaper of the 1700s, from a given viewpoint, as listed on Download Sheet C:2.
2. In rotation, have groups watch their video (see chart, page 101). Groups can choose roles and responsibilities while waiting to view.

Creating Newspapers

1. Each group will include:
   - one editor to oversee the project, coach writers, enforce deadlines, edit copy and leads, help with production
   - two or three writers to gather and write stories including straight news, anecdotes, descriptions, and leads, help with production
   - two layout artists to find visuals, place text and visuals in columns, create political cartoons, create graphics for ads, choose type, help with production
2. Have each group decide which elements members want to include in their paper (news, first-person accounts, features, Question-and-Answer feature, editorial, personality profile, Person-on-the-Street, sidebars, and so on). In discussion with the editor, the writers can choose a point of view, as well as which stories and other copy they want to generate. Students can use the video chapters to research information about geography, government and politics, economy, lifestyle, and so on in order to write in role. Additional research will likely be needed.
3. Have all group members read and comment on the articles. Have the layout artists find or create the necessary visuals before laying out the paper. The whole group can then do a final edit, checking spelling, grammar, and the organization of its laid-out paper. When each group is satisfied with its work, it can publish enough copies of its paper for each student, as well as some extras for display.

Reflecting

1. As a class, read the newspapers, then discuss and compare them. Ask:
   - What viewpoints were expressed?
   - How do you feel about the events that took place during that time?
   - Did you enjoy learning about history in this way?
   - What challenges did you face while doing this project? What problems did you have to solve?
2. Hold a newspaper award event. Challenge students to look at all of the papers and decide what parts they like best and why. Consider having awards for best story, best overall design, best headlines, best political cartoon, and so on. Have students explain their choices.
3. Display the newspapers in the hallway or library, or in your classroom.

Assessment Opportunity
Did each group report on the important events of the time? How did students work together as a group? Did they meet deadlines? Did they fulfill their tasks? Did they contribute and work constructively together? Do their newspapers show clarity in writing, grammar, style, and punctuation? Print Download Sheets C:3 and C:4 from http://cbc.ca/historys/elemdownload.html.

Connecting the Curriculum

1 Point of View

Have the class play a game of baseball or floor hockey. After the game, challenge students to write their version of the events.

Read aloud students' reports and, as a class, discuss how different students interpreted the events differently. Ask:

- Should we believe everything we read? Why?
- Do you think it is a good idea to read different newspapers and magazines? Why?

As a class, choose a timely controversial issue and make a chart to compare how different sources report on it.

2 Advertising

Show students several classified ads and several display ads from the newspaper. Ask:

- How are these two types of ads similar? Different?
- How much do you think it costs to advertise?
- How much space is given to advertising?
- What kinds of things would settlers in the 1700s advertise?

Have students imagine they are the owner of a General Store or other business from the 1700s and write a display ad for the store.

3 Interviews

Have each student choose a historical figure from the video chapters they watched. Playing the role of a newspaper reporter, each student can interview his or her chosen person for the local newspaper. Remind students to find interesting information such as family background, hobbies, and past activities. If they wish, students can write the interview as if the person were alive today. What questions might they ask the person, and what answers do they think they might get?

Tecumseh

Leaders in Canadian History

What are the qualities of a good leader?

Overview

In this project students investigate the theme of leadership as they research key individuals presented throughout the series *Canada: A People's History*.

They identify past and present leaders, consider the definition of leadership, and create a personality profile that outlines the qualities of a good leader.

Students write and role-play an interview of a key figure during a time of conflict in Canada's past. They then explore what type of leader can build a nation, and create a campaign for the leader of their choice. Students' work culminates in their creation of a monument that commemorates a leader of their choice.

Curriculum Correlation

Visit http://cbc.ca/historys/elementary.html to find how the activities in this project relate to the curriculum in your province/territory. This information can be downloaded and printed for addition to the Support Materials section of this Teacher Resource Package.

Planning Ahead

- Students create lists of leaders in the introductory activity. Make sure you have suitable wall space to post these lists for the duration of the unit.
- Students will do extensive research in this unit. Collect a wide variety of resources (several are listed) and provide library and online research time.
- In the second lesson students write an interview. Encourage them to watch television interviews to gain a better understanding of the interview process, or to research videotaped interviews in the library.
- Visit http://cbc.ca/historys/elemdownload.html to print Download Sheets LC:1, LC:2, LC:3, and LC:4.

Materials You May Need to Collect

- Starting the Project: large sticky notes
- Tying It Together: a variety of art materials to create the models of monuments (modelling clay, construction paper, pieces of cardboard, fabric swatches, yarn, interesting papers and drawing materials)

Resources

Books

- CRB Foundation. *We Are Canadians, Snapshot 8, Let the People Decide*. Toronto: Prentice Hall, 1993.
- Ford, Karen, MacLean, Janet and Wansbrough, Barry. *Great Canadian Lives: Portraits in Heroism to 1867*. Scarborough, Ontario: Nelson Canada, 1985.
- Jamieson, Marshall. *Beginnings: From the First Nations to the Great Migration*. Edmonton: Reidmore Books Inc., 1996.
- Marcotte, Nancy Sellars. *Ordinary People in Canada's Past*. Toronto: Arnold Publishing Ltd., 1990.

CAPH, Vol. One, book reference
Chapter 4, pages 117-126;
Chapter 7, pages 218-227;
Chapter 8, pages 256-265

CD-ROMs

- *Microsoft Encarta, 97: The Complete Interactive Multimedia Encyclopedia*. C&P., 1997 Microsoft Corporation.
- *2000 Canadian Encyclopedia*. McClelland & Stewart, 2000.

Videos

- *History Bites: My Canada Includes Quebec*, McNabb & Connolly
- *History Lands: Cradle of Confederation*, McNabb & Connolly
- *History Lands: Fortifications of Quebec*, McNabb & Connolly
- *Wolfe & Montcalm*. The National Film Board of Canada.

Hotlist

- Canada's Digital Collections: http://collections.ic.gc.ca/
- Canadian Heritage Sites: www.civilization.ca/membrs/biblio/orch/www04f_e.html
- Canadian History of the 18th and 19th Centuries: www.sd68.bc.ca/cedj/Library/confederation-b.html
- Canadian People and Events: www.nelson.com/nelson/school/discovery/images/ncddcats.htm
- The Lives & Times of the Prime Ministers: http://primeministers.rogers.com

Video Summaries

The following are synopses of video chapters used in this project.

Lesson 1: What are the qualities of a good leader?

Episode 7:
Rebellion and Reform
> Three Angry Men (15:03-23:48)
> A Seething Anger (31:25-36:54)
> On the Eve of Rebellion (36:54-45:17)

These chapters from Episode 7 focus on three leaders who were engaged in attacking the colonial regime. All three state their positions and thinking through different newspaper publications. Later, each takes the role of rebel or politician. William Lyon Mackenzie of Upper Canada, Joesph Howe of Halifax, and Louis-Joseph Papineau of Lower Canada are committed to bringing freedom and democracy to the colonies. These chapters introduce viewers to the passions, visions, ideals, and actions of these men.

Additional Video:
Episode 9:
From Sea to Sea
> For the Good of This Dominion (40:37-48:00)

Lesson 2: What do you want to know about a leader?

Episode 4:
Battle for a Continent
> The Plains of Abraham, Part A: (42:49-53:47); Part B: (hr. 2, 00:00-12:09)

Viewers watch the Battle of the Plains of Abraham. General James Wolfe leads the British to attack the citadel in Quebec City. Marquis de Montcalm, living in the citadel, leads the French against Wolfe's daring attack. Montcalm tries to guess Wolfe's plan, but is wrong and loses. The British take control and place the French under their rule. Both Wolfe and Montcalm die in this battle.

Additional Video:
Episode 5:
A Question of Loyalties
> The Detroit Bluff and Queenston Heights (12:58-26:27)

Episode 7:
Rebellion and Reform
> The Explosion (hr. 2, 00:46-10:18)

Lesson 3: Who would you choose as a leader?

Episode 8:
The Great Enterprise
> Strangers in Charlottetown (hr. 2, 00:46-6:01)
> Three Weeks in Quebec (hr. 2, 6:01-23:14)
> Let Their Memory Be Dark (hr. 2, 23:14-29:38)
> Good Management and Means (hr. 2, 29:38-38:52)

In the 1860s many people are beginning to envision a country that would bring together the interests of all of the inhabitants of British North America. The leaders who worked together for the formation of Canada were called the Fathers of Confederation.

Tying It Together: Which leader would you honour and how would you do it?

Episode 5:
A Question of Loyalties
> Tecumseh's Last Stand (hr. 2, 26:27-34:51)

This chapter profiles Shawnee Chief Tecumseh. Viewers learn his background and history, and hear his vision of creating a strong Nation of Natives within a Nation. The chapter focuses on the battle fought by the Americans and the British at Fort Malden, where Tecumseh fights alongside British General Henry Proctor. Proctor flees in defeat, leaving his men on the battlefield, and Tecumseh dies fighting. The details of his death are unclear, and there is no marker telling where his body lies. Students who research Tecumseh further may want to also watch A Mere Matter of Marching (7:50-12:58) and The Detroit Bluff (12:58-19:24), also from Episode 5.

Starting the Project: Who are leaders?

Purpose:
- introduce the topic of leadership and identify leaders in the community, province, country, and other fields

Materials:
- chart paper and markers
- large sticky notes

Time:
1 session

Starting Out

On chart paper, list the first five prime ministers of Canada (below). Read the list aloud and ask:

- What is this a list of?

Canadian Prime Ministers

Sir John Alexander Macdonald	Richard Bedford Bennett
Alexander Mackenzie	Louis Stephen St. Laurent
Sir John Joseph Caldwell Abbott	John George Diefenbaker
Sir John Sparrow David Thompson	Lester Bowles Pearson
Sir Mackenzie Bowell	Pierre Elliott Trudeau
Sir Charles Tupper	Charles Joseph Clark
Sir Wilfrid Laurier	John Napier Turner
Sir Robert Laird Borden	Martin Brian Mulroney
Arthur Meighen	A. Kim Campbell
William Lyon Mackenzie King	Joseph Jacques Jean Chrétien

If students cannot answer, continue to add names until the list is identified as a list of prime ministers of Canada. Encourage students to add other names, then to title the chart.

Identifying Leaders

1. Divide students into small groups. Provide them with five sticky notes.

   Explain that prime ministers are examples of leaders of Canada. Ask students to work together to think of other leaders (school, community, government, sports, science, entertainment), to agree on them as a group, and to print the name of one leader on each note.
2. Have groups post their notes on the chalkboard and explain their choices. Record the words and phrases students use to describe leaders.
3. Together, decide how the names could be grouped. Post the notes on chart paper to create the suggested groups, and have students name each group.
4. Keep the lists posted. Students can add names to the lists, on the condition that at least two people agree that the person is a leader.

Reflecting

1. Lead a discussion on students' personal experiences related to leaders and leadership. Questions like these can prompt the sharing of ideas:
   - Which leaders do you admire?
   - When have you ever had to choose a leader? How did you decide?
   - Have you ever been a leader in a situation? What did it feel like?
   - Are leaders necessary?
2. Invite students to record, in their journals, some personal thoughts about leadership. These sentences may help:

   I think a leader is someone who . . .

   I think I am (am not) a person who could lead because . . .

   All leaders must . . .

Assessment Opportunity

Can students identify leaders from a variety of areas? Do students appear interested in the unit? Do they participate in discussion? Are they willing to share ideas and listen to the ideas of others?

Introducing the Project

Explain that for the next several sessions students will learn about people who were or are key leaders in Canadian history. They will learn more about the qualities of leadership and how people choose leaders. They will take on such roles as biographer, interviewer, and campaign manager as they research individuals. Finally, students will choose a leader and design and create a monument to honour that individual.

Lesson 1

What are the qualities of a good leader?

Purpose:
- identify qualities of good leadership and evaluate the leadership qualities of key figures who led during an event

Materials:
- chart paper and markers
- Leadership Survey (Download Sheet LC:1)
- Leadership Profile (Download Sheet LC:2)
- research resources: historical atlases, textbooks, library books, electronic encyclopedia programs, videos

Time:
2 to 3 sessions

Starting Out

1. Distribute Download Sheet LC:1 to each student. Have students write T or F in column 2 to show whether they think the statements are true or false. Then have them find three other students who agree, and have those students initial column 3. Remind them that the statements are opinions, not facts.
2. Discuss what qualities make someone a good leader. Ask:
   - Are all leaders good?
   - Can you think of a bad leader? Why do you think that?
   - What qualities does a good leader have?
   - How are political leaders different from leaders in fashion? Sports? Science? At school?
   - Do you think that everyone agrees on whether a person is a good leader?
3. Together, create a word web for leadership, with the word *leader* in the centre of the web.

Using the Video

1. Show the video chapters for this lesson, offering a synopsis before viewing (see chart, page 109).
2. After viewing the chapters ask:
   - What qualities did each man seem to have?
   - How do the two men compare?
   - Who appealed to you most? Why?
3. You may wish to repeat this lesson for the Additional Video (see chart, page 109) so that students can assess the leadership qualities of other leaders.

Creating a Leadership Profile

1. Divide the class into small groups, giving each student several copies of Download Sheet LC:2. Students can record, on separate sheets, what they learned and two things they would like to know about each leader.
2. Have groups research more about the lives of the different leaders. They can use resources collected or referenced in the classroom, including the video, and add information to their Leadership Profiles.
3. Have groups present their profiles in any way they wish (using props and costumes, preparing it in a word processing program; skits starring their chosen leaders or PowerPoint or Hyperstudio).

Reflecting

1. On the chalkboard write any or all of the following quotations:

   Leadership is the capacity to translate vision into reality.
   — Warren G. Bennis

   The best leader is the one who has the sense to surround himself with outstanding people, and the self-restraint not to meddle with how they do their jobs. — Author Unknown

   The final test of a leader is that he leaves behind him in other men the conviction and the will to carry on . . . — Walter Lippmann

   Discuss the meaning of each and have students rephrase each in their own words.
2. Ask students to select one of the quotations and to tell how it relates to one of the individuals considered in this lesson.
3. Have students write to complete the sentence:
   - A good leader is . . .

   Invite students to share their responses.

Assessment Opportunity
Students' written work can be entered in portfolios. Were students able to find information and take notes to produce a clear profile? Are students able to describe qualities of good leadership, integrating new vocabulary into their descriptions?

Lesson 2

What do you want to know about a leader?

Purpose:
- research a historical figure

Materials:
- research resources: historical atlases, textbooks, biographical data on Wolfe and Montcalm, electronic encyclopedia programs, videos
- props requested by students

Time:
2 to 3 sessions

Starting Out

1. Arrange to have students watch, at home, some talk shows featuring guests they may be interested in. Ask:
   - What types of questions were asked?
   - Were any props used?
   - What question were you hoping would be asked?
   - What preparation do you think the interviewer did before conducting the interview?
2. Ask students to identify a contemporary leader that they would like to interview and to share what questions they would ask. Encourage students to search for interviews in various media.

Using the Video

1. Show the video chapter for this lesson, offering a synopsis before viewing (see chart, page 109).
2. After viewing the video ask questions like these:
   - What did you learn about Wolfe? About Montcalm?
   - What decisions did Montcalm have to make?
   - What decisions did Wolfe have to make?
   - What else would you want to know before deciding if either of these men was a good leader?
3. You might also wish to show video chapters of leaders during other times of conflict (see the chart, page 109, for suggestions).

Conducting Historical Interviews

1. Have students work in pairs or in small groups to prepare a set of questions to ask each of Wolfe and Montcalm. The answers should help viewers understand each man's perspective, personal qualities, and leadership abilities.
2. Have students share their questions with the class, then choose at least five for their interview.
3. Have students research to find out more about Wolfe and Montcalm, using collected resources. Episode 4: Battle of the Continents: The Governor and the General (9:23-14:39) and A Deterring and Dreadful Vengeance (14:39-21:36) both provide information and impressions of these men.

Reflecting

1. Have pairs of students practise and then present their interviews. Encourage students to use body language, and to dress in role or use props if they wish.
2. Discuss similarities and differences between the interviews. Ask:
   - What do you think makes a successful interview?
   - Why were different responses given to similar questions?
3. Focus discussion on the theme of leadership by asking questions like these:
   - Which leaders do you know of who have led during a time of conflict?
   - What qualities do you think are necessary for leaders during conflict?
   - What made Wolfe a good leader? What were his weaknesses?
   - What made Montcalm a good leader? What were his weaknesses?
   - What do people need from leaders during conflict? During peace?

Assessment Opportunity
Were students able to formulate good questions and conduct research that led them to plausible answers? Did students demonstrate good listening and speaking skills?

Lesson 3

Who would you choose as a leader?

Purpose:
- demonstrate an understanding of the social, political, and economic make-up of the British North American colonies in the 1860s
- demonstrate an understanding of the roles of key individuals leading to Confederation
- identify external and internal factors leading to Confederation

Materials:
- resources for students to use in research: historical atlases, textbooks, biographical data on Confederation, electronic encyclopedia programs, and videos
- props requested by students

Time:
2 to 3 sessions

Starting Out

1. Have students list the qualities of a leader for the following situations:
   - one leading them into battle
   - one leading them in a dangerous situation
   - one running for a place in government

   Compare the lists. Do any qualities appear on all lists?
2. Discuss current local, provincial, and federal leaders. Ask:
   - Who are they? What do you know about them?
   - What do you know about their campaigns?
   - What issues were part of recent elections?

   Encourage students to find articles about current politicians, and review the articles together.

Using the Video

1. Show the video chapters for this lesson, offering a synopsis before viewing (see chart, page 109).
2. After viewing the chapters, ask:
   - Which leaders were introduced? Where are they from? What is their background?
   - What issues are the leaders dealing with?
   - What did you learn about life in the 1860s?
   - What questions do you have?

The Fathers of Confederation

A.G. Archibald	G. Coles	J.M. Johnson	W.H. Pope
H. Bernard	R.B. Dickey	H.L. Langevin	J.A. Shea
G. Brown	C. Fisher	A.A. Macdonald	W.H. Steeves
F.B.T. Carter	A.T. Galt	J.A. Macdonald	É.-P. Taché
G.-É. Cartier	Lt.-Col. J.H. Gray	J. McCully	S.L. Tilley
E.B. Chandler	J.H. Haviland	O. Mowat	C. Tupper
J.C. Chapais	W.A. Henry	E. Palmer	E. Whalen
J. Cockburn			

Creating Campaigns

1. List the individuals introduced in the video chapters. Check those who were Fathers of Confederation. Have students research any one of the individuals listed.
2. In the role of the person they researched, have students create a campaign for the concept of Confederation. (Students can work with others who researched the same person.) Explain that the campaign should inform the public about why Confederation is a good idea and why they should support its supporters. The campaign should include a speech, and may include items such as slogans, ads, posters, and so on.

Assessment Opportunity
Have students write a short report in response to the question: What did you learn about Confederation that you didn't know before? Were students able locate relevant information and communicate it in a clear and effective way? Did students demonstrate good listening and speaking skills?

Reflecting

1. Have students present their campaigns, delivering their speeches and displaying their visuals. Students may wish to dress in role, as well as use body language.
2. Discuss and compare the speeches. Ask:
   - What makes a speech effective?
   - What ideas were common to many of the presentations?
   - What questions do you have for one another?

Tying It Together: Which leader would you honour and how would you do it?

Purpose:
- research the lives and careers of important people in historical events and evaluate them as leaders
- plan for a work of art and describe the main idea and the artistic decisions made to support that message, and produce that work of art

Materials:
- research resources: historical atlases, textbooks, biographies, electronic encyclopedia programs, and videos
- a variety of art materials such as modelling clay, construction paper, pieces of cardboard, fabric swatches, yarn, interesting papers and drawing materials
- Leadership Assessment Rubric (Download Sheet LC:3)
- Self-Assessment Form (Download Sheet LC:4)

Time:
3 to 5 sessions

Starting Out

1. Show the video chapter for this lesson, offering a synopsis before viewing (see chart, page 109).
2. After viewing the video ask questions like these:
   - How would you describe Tecumseh?
   - What did people think of him?
   - What would you say to convince people he was a great leader?
3. In the video, students will hear "wherever he lies there is nothing to mark the place." Ask:
   - What type of monument do you think would be best to honour Tecumseh?
   - What else would you like to know to make a decision?

Designing and Creating a Monument

1. Have students brainstorm the names of leaders they have studied during this unit, as well as other great Canadian leaders. List the names and have students explain their choices.
2. Ask:
   - What different ways do we honour people?
   - How do we mark their accomplishments?

   Record the students' responses. Your list may include statues, plaques, streets, parks, towns, rivers, schools, commemorative coins, stamp designs, holidays, and more.
3. Have students conduct research, using books, the Internet, or human resources, to find out about monuments in Canada. They might find it easiest to begin with those in their own community.
4. Explain that students will be working in small groups to choose a leader (Tecumseh or any other leader) to commemorate. Have them work together to design and create their work, reminding them to revisit the brainstorming list they created earlier.
5. Have students prepare a written report, including pictures and diagrams, about the leader they chose and why. Provide students with the necessary materials and have them create their monument.

Reflecting

1. Have groups present their monuments to the class or an extended audience, discussing their choice of leader and their choice of monument, as well as how and when the monument would be introduced to the public (unveiling of a statue, release of a stamp, and so on.)

Assessment Opportunity
Print Download Sheets LC:3 and LC:4 from http://cbc.ca/historys/elemdownload.html.

Connecting the Curriculum

1 An Advertisement for the Job of Prime Minister

Encourage students to tell what they know about the job of prime minister.

What are the responsibilities? The challenges? What past experience would be useful? What type of education should a prime minister have? What qualities would make someone a good prime minister?

Invite students to write a classified advertisement for the position of prime minister. The advertisement should include a job description, and state clearly the qualities and experience required for the job.

2 Nominate a Memorable Canadian

Have students visit the Web site of The National Library of Canada (www.nlc-bnc.ca/bioindex/) to read biographies of memorable Canadians, including athletes, authors, scientists, and educators.

Students can decide who they think should be added to one of the categories and write a biography for that individual.

Students can present their biographies in a variety of ways: they might read them aloud in role, create posters, or post them on the school Web site.

3 The Fathers and Mothers of Confederation

Help students consider a leader in his or her private space by challenging them to imagine what the Fathers of Confederation discussed with their wives after long days of negotiation.

Students can log on to these Web sites to find out more about the Fathers and Mothers of Confederation:

- Fathers of Confederation: www.nlc-bnc.ca/confed/foc.htm
- Mothers of Confederation: www.nlc-bnc.ca/confed/moc.htm

Have pairs of students prepare a conversation between a Father of Confederation and his wife, then role-play the conversation, using costumes or props if they wish.

Students can also look at the role of the women's club in the 19th century and answer the question: Why and how did women use the power available to them?

4 Following the Leader

Gather students in a large space. Have them stand in a large circle facing one another. Choose a student to leave the room, then choose a leader in the room. That leader begins an action (such as clapping hands, snapping fingers, and so on) that everyone else follows, then periodically changes the action. Invite the student to return to the room, to observe the group in action, and to identify the leader. Play several rounds.

Adapt the game so that students are standing in the form of a large triangle made up of three single-file lines.

Repeat the game in this new configuration. After several rounds, compare the two situations. Ask:

- Do you prefer to be a leader when everyone can see you and you can see them or when you can't see those who follow?
- In this game do you prefer being a leader or a follower?

George Brown

Time and Change

What changes came to Canada in the mid-1800s?

Overview

In this project, students research to learn more about the various groups living in British North America in the mid-1800s (Irish immigrants, escaped slaves, Protestant Loyalist farmers, French Catholic merchants). The keepers of statistics in the colonies kept careful notes about the lives of white settlers, but virtually ignored the first inhabitants of the land. Students are encouraged to discuss, research, and think about the implications of these changing times on Canada's Aboriginal peoples.

Students compare their own daily schedules with those of a child living in the past, then compare various aspects of urban and rural life, and record their information in a class organizer or a class book. Students learn about new groups coming to British North America (blacks and Irish) and write an eyewitness account, in role, of their immigration. Students then create time-travel brochures to entice others to come back to the 1800s. Finally, the class holds a Canada Day celebration, with food, costumes, activities, speeches, and decorations appropriate to the time period.

Curriculum Correlation

Visit http://cbc.ca/historys/elementary.html to find how the activities in this project relate to the curriculum in your province/territory. This information can be downloaded and printed for addition to the Support Materials section of this Teacher Resource Package.

Planning Ahead

- Collect travel brochures for Canadian destinations.
- Have sufficient art supplies on hand for students to complete their time-travel brochures.
- Visit http://cbc.ca/historys/elemdownload.html to print Download Sheets TC:1 and TC:2.
- Set a date for your social event, and begin to collect necessary materials, gather volunteers, and invite guests if you wish.

Materials You May Need to Collect

- All lessons: You will need a variety of research materials about life in the 1800s. Several are listed.
- Lesson 3: Travel brochures for Canadian destinations, at least one per student.
- Tying It Together: You will need to collect food ingredients, costumes, decorations, and other materials as requested by the students.

Resources

Books

- Bassett, John M. *The Canadians: Timothy Eaton*. Don Mills, ON: Fitzhenry & Whiteside, 1980.
- Careless, J.M.S. *The Canadians: George Brown*. Don Mills, ON: Fitzhenry & Whiteside, 1979.
- Carter, Velma. *The Black Canadians: Their History and Contributions*. Edmonton: Reidmore Books, 1993.
- Christopher Moore Heritage Series. *Peggy Crysler of Upper Canada*. Toronto: Grolier Limited, 1988.
- Elish, Dan. *Harriet Tubman and the Underground Railroad*. Brookfield, CT: Millbrook Press, 1993.
- Goodman, Susan E. *Ultimate Field Trip: A Week in the 1800s*. New York: Simon & Schuster Children's Publishers, 2000.
- Greenwood, Barbara. *The Last Safe House: A Story of the Underground Railroad*. Toronto: Kids Can Press, 1998.
- Wittstock, Laura Waterman. *Ininatig's Gift of Sugar: Traditional Native Sugarmaking*. Minneapolis: Lerner Publications Co., 1993.

CAPH, Vol. One, book reference
Chapter 7, pages 250-254; Chapter 8

CD-ROMs

- *Canadian Treasures* Version 1.1 by Didatech, Windows and Macintosh
- *Settlers of Upper Canada* by IDON East, Windows 95 and Windows NT 1.0

Videos

- *History Lands: Path to Freedom – Buxton Settlement, Ontario*, McNabb & Connolly
- *Land of Hope, Volume 1*, The National Film Board of Canada
- *Scattering of Seeds: Breaking the Ice: The Story of Mary Ann Shadd*, McNabb & Connolly
- *The Dramatic Canadian History Series – First Winter*, The National Film Board of Canada
- *The Odyssey of the Berczy Settlers 1792-1813*, Lifetime Productions
- *Upper Canada Village*, International Tele-Film

Hotlist

- Canadian Confederation Timeline 1861-1865: www.nlc-bnc.ca/confed/timeline.htm
- Canadian Picture Gallery – Great Canadian Image Base: www.nelson.com/nelson/school/discovery/images/ncddimag.htm
- Come Explore Nova Scotia: www.explore.gov.ns.ca/attractions/ourlivinghistory.htm
- Kings Landing, New Brunswick: www.kingslanding.nb.ca
- Ontario, Canada: www.ontariotravel.net
- Sherbrooke Village (1860): http://museum.gov.ns.ca/sv/
- Upper Canada Village – Morrisburg, Ontario: www.uppercanadavillage.com/

Video Summaries

The following are synopses of video chapters used in this project.

Lesson 1: How were urban and rural life in the mid-1800s different?

Episode 8:
The Great Enterprise
> City of Wealth (38:51-42:47)
> A Winter of Utter Misery (42:47-47:58)
> I am a French Canadian (9:04-14:58)
> A Sly Fox (14:58-19:23)

Many immigrants to Canada in the mid-1800s had little or no money, and many had no trade. They had to resort to farming, often on poor land. The Loyalists who fled to Canada in 1784 settled in communities and farms along the St. Lawrence River. The British Government had promised land to all the Loyalists who came to the Canadian colonies, and these new settlements grew into the colony of Upper Canada. With the steam engine and the railway in the early 1850s, the economy grew. Toronto was the fast-growing business heart of Upper Canada, while Quebec and Montreal were the economic and cultural centres of Lower Canada.

Additional Video:
Episode 10:
Taking the West
> Pulling Up Stakes*
> The Exodus*
> Fancy Paper City*
> Homesteading*

Lesson 2: What new groups made up Canada at the time?

Episode 8:
The Great Enterprise
> The Underground Railroad (26:05-31:14)
> Hope Gate (31:14-38:51)

In the middle of the 1800s, two new groups of immigrants came to British North America: black slaves fleeing the United States, and starving Irish fleeing the potato famine. In a generation they would transform their adopted country.

Lesson 3: What would attract people to travel back in time to the mid-1800s?

Episode 8:
The Great Enterprise
> Strangers in Charlottetown (hr. 2, 00:46-6:01)

In the fall of 1864, a boat set off down the St. Lawrence, bound for Charlottetown. On board were the most influential politicians of the province of Canada. They believed, and hoped, that they could convince the Maritimes to join them in the Confederation of British North American Colonies.

Tying It Together: How can we celebrate a historical Canada Day?

Episode 8:
The Great Enterprise
> July 1, 1867 (hr. 2, 44:29-50:15)

On July 1, 1867, Canadians celebrated the birth of their country. But their experience on that day was different, depending on where in the country they lived, and their feelings about their new country were mixed.

* At the time of publication, the titles and times for these video chapters were unconfirmed. They will be posted at http://cbc.ca/historys/elementary.html after September 2001.

Starting the Project: What was life like in the mid-1800s?

Purpose:
- gain an understanding of the diverse groups and individuals who contributed to the formation and the growth of Canada

Materials:
- chart paper
- marker
- research materials

Time:
2 sessions

Starting Out

As a class, create a list of all the things the students do in a typical day. When the list is complete, challenge students to help put the events in order. Then ask:

- What do you think a typical day would be like in 1850?
- Where did people live at the time? (in cities, on farms)
- Which of the things on our list would someone your age in the mid-1800s do? Not do? Why?
- Do you think life was easier then or is easier now? Why?

Researching a Typical 1800s Day

1. Divide the class into an even number of groups. Half the groups will research the typical daily life of a child their age on a farm in the 1800s, and the other half the typical daily life of a child their age in the city in the 1800s.
2. Have each group create a research organizer by listing the areas they plan to research (for example, school, chores, work, and so on).
3. Invite each group to share the information it gathered. List information on two large sheets of chart paper (urban life and rural life). Encourage students to discuss and compare the information listed on the pages.

Reflecting

1. Engage students in further discussion about life in the mid-1800s compared with life today. Questions such as these will help prompt discussion:
   - Would you rather live on a farm or in the city in the mid-1800s? Why?
   - Where would you rather live now? Why?
2. Invite students to reflect on their research by writing to complete these sentences:
   - The thing I would like best about living in the mid-1800s is . . .
   - The thing I would miss most about my life today would be . . .

Introducing the Project

Explain that for the next several sessions students will be learning about life in the period between 1850 and 1870. They will research the different groups that lived in British North America and the various aspects of life at the time, such as food, clothing, shelter, activities, and so on. They will create a time-travel brochure encouraging others to come live in that time. They finish the unit by celebrating Canada's birthday or a Strawberry Social in role as people from that time.

Assessment Opportunity

Did students conduct appropriate research to complete the assignment? Interview individuals about what they learned to see if they are developing an understanding of the people and lifestyles of the time.

Lesson 1

Purpose:
- demonstrate an understanding of the strategies used by early settlers to adapt to the challenges of their new land
- locate relevant information about how early settlers met the challenges of the new land, using a variety of sources
- communicate the results of inquiries for specific purposes

Materials:
- research materials
- chart paper
- markers

Time:
3 sessions

How were urban and rural life in the mid-1800s different?

Starting Out

1 Begin a discussion about urban and rural life. Ask:
- How are city living and farm living different today?
- What did we learn about city living and farm living in the mid-1800s?
- What did we learn about Aboriginal life in the mid-1800s?
- How would you describe the place where we live?
- Has anyone ever lived in a different kind of place? Gone camping? How did it compare with living here?

Using the Video

1 Show the video chapters, providing a short synopsis before viewing (see chart, page 117).

2 After viewing, ask:
- What cities did we find out about?
- What did you notice about life in the city in the mid-1800s?
- What farm areas did we find out about?
- What did you notice about life on the farm in the mid-1800s?
- Where would you prefer to have lived? Why?

Researching Urban and Rural Life in the Mid-1800s

1 As a class, brainstorm aspects of life that students may want to learn more about from the given time period (for example, housing, clothing, food, manners, activities, roles of males and females, life for rich families and poor families, and so on).

2 Divide the class into groups and have each research one aspect of 1800s life. Depending on the number of groups you have, you may want separate research groups for each of urban and rural life, or you may have the same group research its specific area (for example, housing) in both urban and rural areas. Groups may wish to watch the video again and take notes.

3 When groups have completed their research, invite them to share the information with the class. Create a class organizer to record the information.

4 Extend the activity by encouraging research about aspects of life for Aboriginals at the time. Many were still traders and trappers, but most were largely ignored by French and English society because industry, rather than the fur trade, had increased in importance.

5 You may wish to further extend the activity by creating a class book that shows information about one aspect of urban and rural life on a pair of facing pages. Students can illustrate the pages.

Reflecting

1 Have students imagine they have just returned home from a party at Amelia Harris's home. Etiquette dictates that they must immediately write a note and have it delivered in the morning. Have them write the note, commenting on the company, the house, the food, and the hospitality at the party.

2 Have students choose a person (either a historical figure or, for example, a 13-year-old girl who lives in the city) and write a short diary entry for the current date, but in 1850, describing that person's day.

3 Challenge students to think about why it might have been difficult to find information about Aboriginal peoples' lives at the time. Ask them to write a short essay detailing how they think time and change have affected the lives of Canada's Aboriginal peoples.

Assessment Opportunity
Continue interviewing students to find out whether they are developing an understanding of the people and lifestyles of the time. Are students able to express their feelings and opinions in written work?

Lesson 2

What new groups made up Canada at the time?

Purpose:

- describe the different groups of people who took part in the Loyalists' migration and identify their areas of settlement
- explain Canada's involvement in the "underground railroad"
- demonstrate an understanding of the diverse groups and individuals who contributed to the formation and growth of Canada

Materials:

- paper and pens

Time

2 to 3 sessions

Starting Out

1 Ask students:

- Aside from the French, the British, and the Aboriginals, what other groups lived in Canada in the mid-1800s?
- Do you think there were slaves in Canada?

2 Explain to students that there were roughly 4000 black slaves in Canada. The first slave came here with his master in 1629. Read students the following statements about slavery in Canada:

a In 1793 black Loyalists fled to Nova Scotia and New Brunswick. Some were given land and treated as white Loyalists, while others came as servants with their white Loyalist masters.

b Slavery wasn't abolished in Upper Canada until 1793, and took until 1820 to be phased out.

c Laura Secord owned slaves.

d In 1837, 1000 blacks joined the militia that defeated William Lyon Mackenzie and his army. They feared losing their freedom if the government of the day was overthrown.

Invite students to discuss these statements about slavery. Then ask:

- What do you think it was like to be a black person living in Canada in the mid-1800s?
- How do you think most blacks were treated?

Using the Video

1 Show the first video chapter for this lesson, offering a synopsis before viewing (see chart, page 117).

2 After viewing, ask:

- What does the slave mean by the "dire effects of slavery"?
- What impression did the slaves have of Canada?
- The next verse in the song is "The Queen comes down unto the shore, / With arms extended wide, / To welcome the poor fugitive / Safe onto Freedom's side." Did slaves find this to be true? Why?
- Wilfred Laurier boasts that Canada "is the freest country in the world," with "liberty of all kinds, civil and religious." Do you think this was true in the 1800s? How did some citizens feel about this? Why?

3 Show the second video chapter (see chart, page 117), then ask:

- Why did thousands of Irish leave their country and sail to Canada?
- Why did the Canadian government have a quarantine station at Grosse Île?

Writing an Eyewitness Account

1 As a class, brainstorm the names of any of the blacks or Irish, whether slaves or free, immigrant or leader, encountered in the video chapters. List their names on the chalkboard.

2 Invite each student to choose a character and to write an eyewitness account, in role, describing where they came from, the flight or journey to Canada, and what he or she found upon arriving in Canada.

3 Invite students to read their accounts to the class, and encourage others to ask questions.

Assessment Opportunity

Are students able to express their feelings and opinions in written work? Do they understand the people and lifestyles of the time? Does their work reflect their ability to research and analyze historical information? Do they recognize and identify bias in historical writings? Eyewitness accounts make good portfolio entries.

Reflecting

1 Ask:

- What was difficult about writing your eyewitness account?
- How did it make you feel to pretend to be the person you chose?
- What kind of a person do you think could survive great hardship?
- Do you think you could survive great hardship? Why?

Lesson 3

Purpose:

- describe the origin and development of English settlement, and life in New France and the British North American colonies, in the early 19th century
- construct and interpret a wide variety of graphs, charts, diagrams, maps, and models to organize and interpret information
- communicate the results of inquiries for specific purposes and audiences

Materials:

- travel brochures
- chart paper and marker
- paper and drawing materials

Time

2 to 3 sessions

What would attract people to travel back in time to the mid-1800s?

Starting Out

1. Collect and distribute contemporary travel brochures to various places in Canada. Ask:
   - What can you tell from this brochure?
   - How does the brochure make you feel?
   - Do you want to visit the place shown in the brochure? Why?
   - What information does the brochure offer? Is there missing information that you would like to know? What is it?
2. As a class, create a list showing everything students think a travel brochure should include (for example, pictures; information about climate, people, land, plant life, animal life, shopping, sports, special places; quotations about the location; where to get information).
3. Explain to students that they are going to be creating time-travel brochures to encourage people to travel back to the mid-1800s.

Using the Video

1. Show any of the video chapters that students would like to view again (see chart, page 117), to remind them about life in the mid-1800s.
2. After viewing, ask:
   - What would you want to tell someone about life in Montreal?
   - What would you want to tell someone about life in the country?
   - What things do you think people would want to know before coming to the mid-1800s?
   - What would you tell people about the food, clothing, and shelter of the time.
3. Encourage students to revisit classroom charts and displays, as well as any of their own work about life in the mid-1800s.

Creating a Time-Travel Brochure

1. Divide the class into pairs or small groups, or allow those who wish to work individually. Ask each group to choose a place and a time about which they have learned, and to create a time-travel brochure. Brochures might include such information as: anything listed on the class brainstorming sheet as well as fast facts, population, currency, liquor laws, maps, and so on.
2. Remind students to use the type of language they have seen in travel brochures, and to make statements that share as many facts as possible about the 1800s (for example, "Your evenings will be lit by candlelight while you dine on seasonal foods grown in the backyard and prepared by Mom, with freshly baked bread and butter churned that day.")
3. Provide students with access to collected resources, as well as to online and human resources if possible. Students can prepare their brochures in a variety of ways, including using a computer program.
4. Invite students to share their completed brochures with the class.

Assessment Opportunity

This is a good time to assess group work. Do students work willingly with the group? Do they take equal roles? Do they listen to others and value their views and opinions? Note who assumes leadership roles, and who offers help to those who need support.

Reflecting

1. As students share their work, encourage others to ask questions. Encourage all students to discuss the elements they used in their brochures, why they thought those elements were important, and whether they think their brochure would convince someone to travel back in time.
2. Have students choose another person's brochure and explain whether it would entice them to travel back in time. Why?
3. Students can complete the following statements in their journals:
   - I would like to travel back to the mid-1800s because . . .
   - I would not like to travel back to the mid-1800s because . . .

Tying It Together: How can we celebrate a historical Canada Day?

Purpose:
- locate relevant information about historical events
- analyze, synthesize, and evaluate historical information
- communicate the results of inquiries for specific purposes and audiences

Materials:
- chart paper and marker
- research materials
- props, costumes, food ingredients, decorations as requested by students
- Time and Change Assessment Rubric (Download Sheet TC:1)
- Time and Change Self-Assessment (Download Sheet TC:2)

Time:
4 to 5 sessions

Starting Out

1. As a class, brainstorm events that the students celebrate. List their responses.
2. Choose one of the events and ask students to describe how they celebrate it, and what special food, clothing, decorations, or activities are associated with it. Record their responses. If you wish, repeat for another event on the list.

Using the Video

1. Show the video chapter, offering a synopsis before viewing (see chart, page 117).
2. After viewing, ask:
   - What is Canada Day?
   - When is Canada Day?
   - What was Canada Day called in 1867 and how was it celebrated then?
   - Do you celebrate Canada Day?
   - Do you do any of the same things you saw on the video?
   - What is different about this Canada Day celebration and those you have taken part in?

Celebrating Canada Day in 1868

1. Explain to students that they are going to hold a Canada Day (Dominion Day) picnic for 1868. Have students revisit the brainstorming list created in Starting Out to see what they will need to hold their celebration (food, decorations, activities, clothing). Divide the class into groups responsible for each area of the celebration.
2. Have students conduct research appropriate to their committee's role (styles of dress of the day, appropriate picnic foods, games of the time [lacrosse, baseball, three-legged races], flags and other decorations of the day, and prizes similar to those found in the 1800s).

   They will also need to create flyers in the style of the times to advertise the event, and to prepare speeches to be given by famous politicians such as John A. Macdonald and his political opponents.
3. Students will be dressed to represent people from various walks of life such as the local politician, the doctor, businessmen and shopkeepers, farmers, and townspeople. Include family groups and children—and the schoolteacher.
4. Before final planning begins, meet as a class to share information. Discuss whether the students wish to invite any guests. Arrange the time, date, and location of the event.
5. On the designated day, hold your classroom celebration. Consider taking black and white photographs of students in costume, with any of the mid-1800s props they have.

Reflecting

1. In the days following the party, engage students in discussion about it. Ask:
   - What did you like best about the party?
   - Did your committee have any difficulty organizing any aspect of its role? Explain.
   - How do you think it would feel to be a farmer taking part in this event? How would it feel to be a governor? A free black inhabitant? A newly arrived Irish immigrant? An Aboriginal trapper?

Assessment Opportunity
Print Download Sheets TC:1 and TC:2 from http://cbc.ca/historys/elemdownload.html.

Connecting the Curriculum

1 Where Am I?

Have students write a short story about how they would feel if they suddenly woke up in the mid-1800s. Students should explain why they are confused, what has changed, and what happens to them while they are in the 1800s.

2 Women's Roles

Have students choose one of the following Canadian women who lived in the 19th century and create a one-page information fact sheet about her, including what changes they think she brought about. Students may use the video or other research materials.

- Laura Ingersoll Secord
- Shawnadithit
- Mary Ann Shadd
- Dr. Emily Jennings Stowe
- Marie-Henriette Lejeune Ross
- Emily Shaw Beavan
- Catherine O'Hare Schubert
- Frances Anne Hopkins
- Sylvia Estes Stark
- Adelaide Hunter Hoodless
- Nellie Bly

3 What's in a Name?

Have students list the common names for males and females from the 1800s. They will have come across these in the video as well as in their research. Then have them list names of their own friends and classmates. As a class, try to determine the most popular boys' and girls' names of the 1800s and of today. If you wish, bring in some baby name books to help students verify their results.

4 Freedom Map

On the chalkboard, list the following town names:

- St. Catharines
- Hamilton
- Toronto
- Brantford
- Windsor
- Amherstburg
- Kingston
- Prescott

Provide students with a map of Southern Ontario. Have them highlight these towns on the map. Explain that these towns were the Canadian destinations of the Underground Railroad. Ask:

- Why do you think these towns were chosen? (water access from the U.S. to Canada)

5 Freedom Poem

Challenge students to brainstorm individual lists of words or phrases that suggest *freedom* to them. Then have them write a poem about freedom.

Support Materials

Teacher Resource Package website URL:

www.cbc.ca/history

(On the home page, look for **Teacher Resources** and then **Educational resources for Elementary School Teachers**)

Support Materials

Using the Support Materials

CBC Non-Broadcast Sales is pleased to have provided, in the prior sections, complete instructional plans to allow you to fully maximize your usage of *Canada: A People's History* in your classroom. The Lesson Plans and Project Plans provide opportunities for your students to learn and understand our past and what it means to be Canadian.

To provide you with a flexible and current resource for your classroom, the CBC has also created a dedicated Web site for this exciting project. The URL is:

http://www.cbc.ca/history/downloads5to9.html

Curriculum Correlations

Click on your province/territory or region to see your specific correlation.

Backgrounders

For each Lesson Plan, we have provided some information that you may want to access to assist you in the preparation of your class activity. This "backgrounder" provides additional information on the historical, geographic, and cultural elements that surround the video chapter chosen and the Lesson Plan provided. You may want to share some of this information with your class.

Activity Masters

For both the Lesson Plans and the Project Plans we have created Activity Masters that are directly linked to the suggested teaching plans. Some of the masters are necessary to complete some of the activities; some will simply save you time in class preparation. On the following page we have indicated the activity masters that are located at http://cbc.ca/historys/elemdownload.html. You may access these by going to the name of the episode and chapter you are doing. Print and use the page with the class and store your copy in this binder for future use. Our site will be updated to include new plans as teachers suggest other uses of *Canada: A People's History*.

Assessment Rubrics

Our writers have suggested a variety of activities that will engage the students in a number of tasks. We have provided rubrics for such key task as as writing assignments, oral presentations, research projects, and so on.

For the Librarian – MARC Records

To assist in cataloguing the *Canada: A People's History* video series and this Teacher Resource Package for your library, MARC records are available on the Web site.

Lesson Plan Download Sheets

Lesson	Download Sheet Title	Subject	Downloaded
Lesson 1	Download Sheet 1	Canada's Aboriginal People	❑
Lesson 3	Download Sheet 2	Voyages of Jacques Cartier	❑
Lesson 6	Download Sheet 3	New France Quotations	❑
Lesson 7	Download Sheet 4	North America, 17th Century	❑
Lesson 8	Download Sheet 5	Trades of the French Colonists	❑
Lesson 11	Download Sheet 6	New France after Royal Proclamation, 1763	❑
Lesson 11	Download Sheet 7	Quebec after Quebec Act	❑
Lesson 13	Download Sheet 8	The War of 1812	❑
Lesson 15	Download Sheet 9	The Great Lakes	❑
Lesson 16	Download Sheet 10	Bison	❑
Lesson 16	Download Sheet 11	Using a Bison	❑
Lesson 17	Download Sheet 12	Canada's Minerals	❑
Lesson 19	Download Sheet 13	Canada's Government before 1837	❑
Lesson 19	Download Sheet 14	Canada's Government after 1837	❑
Lesson 20	Download Sheet 15	The Lumberjack	❑
Lesson 21	Download Sheet 16	North America	❑
Lesson 21	Download Sheet 17	Slave States	❑
Lesson 23	Download Sheet 18	Canada	❑
Lesson 25	Download Sheet 19	Sir John A. Macdonald	❑

Project Plan Download Sheets

Project	Download Sheet Title	Subject	Downloaded
Project 1: Researching the Past	Download Sheet R:1	Leaving Evidence Behind	❑
	Download Sheet R:2	Personal Document Analysis	❑
	Download Sheet R:3	Assessment Rubric	❑
	Download Sheet R:4	Self-Assessment	❑
Project 2: Oral Traditions	Download Sheet O:1	Drama/Dance Terms	❑
	Download Sheet O:2	Assessment Rubric	❑
	Download Sheet O:3	Self-Assessment	❑
Project 3: Taking Risks	Download Sheet TR:1	Be an Explorer	❑
	Download Sheet TR:2	Assessment Rubric	❑
	Download Sheet TR:3	Self-Assessment	❑
Project 4: Settling Canada	Download Sheet S:1	World Map	❑
	Download Sheet S:2	Family History	❑
	Download Sheet S:3	Changing Ethnic Composition of Canada	❑
	Download Sheet S:4	Assessment Rubric	❑
	Download Sheet S:5	Self-Assessment	❑
Project 5: Loyalties	Download Sheet L:1	Drama/Dance Terms	❑
	Download Sheet L:2	Assessment Rubric	❑
	Download Sheet L:3	Self-Assessment	❑
Project 6: Conflict	Download Sheet C:1	Historical Newspaper Article	❑
	Download Sheet C:2	Newspaper Outline	❑
	Download Sheet C:3	Assessment Rubric	❑
	Download Sheet C:4	Self-Assessment	❑
Project 7: Leaders in Canadian History	Download Sheet LC:1	Leadership Survey	❑
	Download Sheet LC:2	Leadership Profile	❑
	Download Sheet LC:3	Assessment Rubric	❑
	Download Sheet LC:4	Self-Assessment	❑
Project 8: Time and Change	Download Sheet TC:1	Assessment Rubric	❑
	Download Sheet TC:2	Self-Assessment	❑

Generic Assessment Rubrics

Topic	Download Sheet Title	Downloaded
Debate Sheet	Assessment Download Sheet 1	❑
Group Presentation	Assessment Download Sheet 2	❑
Oral Presentation	Assessment Download Sheet 3	❑
Reflecting on What You Have Seen	Assessment Download Sheet 4	❑
Written Presentation	Assessment Download Sheet 5	❑

Downloadable MARC Records

MARC Records	Downloaded
Canada: A People's History Video Series	❑
Grades 5–9 Teacher Resource Package	❑